DOCUMENT RESUME

ED 120 327 UD 015 913

TITLE	Attitudes of Pontiac Secondary School Students: The Second Year of Desegregated Education.
INSTITUTION	Pontiac City School District, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	12 Oct 73
NOTE	122p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	Attitude Tests; Bus Transportation; Disadvantaged Youth; *Educational Attitudes; Ethnic Groups; Individual Power; Minority Groups; Political Attitudes; Race Relations; Racial Attitudes; School Attitudes; *School Integration; Secondary Education; Secondary School Students; Self Concept; *Social Attitudes; *Student Attitudes
IDENTIFIERS	*Michigan (Pontiac)

ABSTRACT

Pontiac schools were desegregated prior to the 1971-72 school year. Annual attitude surveys have been conducted to assess the impact of desegregation on parents, students, and staff. This report presents data on the attitudes and opinions of secondary school students concerning desegregation, school structure and climate, and interpersonal relationships with peers, adult personnel and peers of other races. The report also compares its results with those obtained on selected similar items in the 1971-72 secondary school survey, and also samples student opinions on some general social and educational issues. Where possible these results are compared with national or other district student samples such as the Coleman Report and the U.S. Civil Rights Commission Report. Findings are presented according to the following areas: education attitudes, civil rights attitudes, perceptions of self determination, some general social questions, school related attitudes and issues, attitudes toward integrated education, and approval or disapproval of the busing plan. Generally, students attitudes toward education are very similar. Although all students reject the notion that skin color and intelligence are related there are wide ethnic differences in students' acceptance of basic civil rights tenets. Pontiac students are less likely to think of education as a means of a happier life, but view it in a utilitarian fashion. They also advocate a strong role for the government in direct assistance to those in trouble. (Author/AM)

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ATTITUDES OF PONTIAC SECONDARY SCHOOL STUDENTS: THE SECOND YEAR OF DESEGREGATED EDUCATION

A report funded by the Emergency School Assistance Program and the Emergency School Aid Act.

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Submitted by: The Department of Research and Development
The School District of the City of Pontiac
October 12, 1973

UD 015913

ACKNOWLEDGEMENTS

The Department of Research and Development gratefully acknowledges the courtesy and cooperation extended by the nearly two thousand students who took part in this survey; the guidance counselors and teachers who administered the questionnaire; and the administration and staff at each of the participating schools.

The Department is also indebted to the Oakland University students who assisted in the data analysis and to Professors Nahum Medalia and Edward Slawski, of the Sociology Department, Oakland University, who supervised their students' work. The names of the students who participated are:

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Carol Anderson
Ann Barbour
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Marsha Boettger
Dennis Burek
Jo Butterfield
Beverly Caffee
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W. Jesse Correll
Jenny Folkerts
Tim Fournier
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Greg Mytrynowski
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Brad Sexton
Jaunita Shaughnessy
MaryAnn Stephaniak
Jan Stutzman
Joseph Tagai
Jeanne Wright

Helen Efthim and Augustine Wright, senior Oakland University students, surveyed related research, guided the development of the questionnaire, and conducted preliminary field testing of the pilot questionnaire. Jack Devine, Oakland University Action Intern, also provided valuable assistance in completing this study.

Appreciation is expressed to the staff of the Data Processing Department of Pontiac Schools for their cooperation and use of their facilities.

A special note of thanks is due Professor Slawski who assisted in development of the questionnaire, proposed the sampling design, and is continuing to assist in secondary analysis of the data.

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INTRODUCTION

Prior to the 1971-72 school year, the School District of the City of Pontiac, Michigan was court-ordered to desegregate its schools. The desegregation plan which was implemented, called for extensive busing of students in grades 1-9. During that same school year, Pontiac was granted federal funds aimed at assisting and facilitating the school district's efforts in the process of desegregation. Part of these funds supported a research and evaluation component which, in addition to pursuing other objectives, was required to assess the effects of desegregation upon the attitudes of parents, teachers, and students. The objectives of the research and evaluation component were undertaken and carried out by staff members of the Department of Research and Development of the school district. During the first year of desegregated education, attitude surveys were conducted among parents, professional school staff, and elementary and secondary students.

This report is concerned with research on the attitudes and opinions of secondary (grades 7 through 12) school students in Pontiac. It represents the research efforts of the second year of a three year research design to be concluded during the 1973-74 school year.

Purpose of the Study

A central objective of this study was to gather attitude and opinion data concerning secondary student perceptions of the desegregation process in their schools. Data relative to student acceptance of desegregation, school busing, and the perceived effects of desegregation were gathered.

Other objectives of the research were:

1) To assess student attitudes and perceptions regarding school structure and climate; interpersonal relationships with peers; interpersonal relationships with adult school personnel; and interpersonal relationships with peers of other races
2) To compare the results with those obtained on selected similar items in the 1971-72 secondary school survey (grades 7-9)
3) To sample secondary student opinions on some general social and educational issues and, where possible, to compare these results with national or other district student samples
4) To establish benchmarks on certain civil rights attitudes for future comparison, as school desegregation continues in Pontiac.

Sample Selection

Several important and related factors influenced the sampling procedures used in this study. First, since it was desirable to report on student attitudes at each of the eight participating schools, a sufficiently large sample of students had to be drawn from each school to insure that results would be generalizable to those separate student populations. This, then, necessitated that a large total sample (above 2,000 students) be surveyed.

A second factor involved the logistics necessary in administering the questionnaires to such a large sample of students. The notion of randomly selecting individual students from enrollment lists was discarded as impractical. This would have required calling students out of classrooms, assembling groups of students in several rooms, administering the questionnaire, and then, sending students back to their respective classes. The massive scheduling problems inherent in such a procedure would have been disruptive to regular school routine.

Therefore, a "cluster sampling design" was developed and used in selecting students for participation in the study. The first step in this procedure was to create a listing of clusters for each school. In most cases, a cluster consisted of one classroom; in other instances a cluster was created from two or more small classes. These clusters were derived from report card verification sheets which listed all students in all classes within a particular department or subject area. Participating principals were individually consulted to determine which subject area (English, social studies or math, for example) would tend to be representative of the entire student body. For example, at certain schools, all students are required to take social studies. Thus, by selecting from social studies clusters at those schools, each student had an equal chance of being selected for the study.

After the listings of clusters had been prepared, clusters were randomly selected to obtain a proportionate-to-size sample for each school and, hence, the total population.

Table 1 on the following page contains data pertaining to the sample design used in the study and the interviews which were ultimately completed. The figures under the heading "Population Composition" were compiled from report card verifications sheets. The verification sheets were obtained from the Pontiac Schools Data Processing Center approximately one month prior to administration of the questionnaire and provided the most up to date student-by-classroom listing available. The data in the columns headed "Anticipated Sample Composition" refer to the sample drawn from the population. The remaining column, "Obtained Sample Composition," pertains to the actual sample of students participating in the survey.

TABLE 1: SAMPLING DESIGN INCLUDING ACTUAL INTERVIEWS COMPLETED

	POPULATION COMPOSITION							ANTICIPATED SAMPLE COMPOSITION				OBTAINED SAMPLE COMPOSITION		
	TOTAL NUMBER STUDENTS	TOTAL NUMBER CLASSES	AVG. STUDENTS PER CLASS	TOTAL NUMBER CLUSTERS	AVG. STUDENTS PER CLUSTER	PER CENT OF SUB-TOTAL	PER CENT OF TOTAL	NUMBER CLUSTERS SELECTED	NUMBER STUDENTS SELECTED	PER CENT STUDENT SUB-TOTAL	PER CENT STUDENT TOTAL	NUMBER STUDENTS INTERVIEWED TOTAL	PER CENT STUDENTS INTERVIEWED TOTAL	PER CENT DIFFERENCE ACTUAL AND ANTICIPATED
TOTAL SENIOR HIGH	3562	160	22.3	139	25.6	100.0	44.2	42	1068	100.0	44.0	808	41.3	-2.9
Pontiac Central	1838	79	23.3	71	25.9	51.6	22.8	21	536	50.2	22.1	365	18.7	-4.1
Pontiac Northern	1724	81	21.3	68	25.4	48.4	21.4	21	532	49.8	21.9	443	22.6	+1.2
TOTAL JUNIOR HIGH	4491	145	28.7	141	29.5	100.1	55.8	46	1360	100.0	55.9	1148	58.7	+2.9
Madison Junior High	874	31	28.2	30	29.1	19.5	10.8	9	260	19.1	10.7	221	11.3	+ .5
Eastern Junior High	817	29	28.2	29	28.2	18.2	10.1	9	251	18.5	10.3	199	10.2	+ .1
Kennedy Junior High	799	26	30.7	25	32.0	17.8	9.9	7	227	16.7	9.3	177	9.0	- .9
Jefferson Junior High	710	25	28.4	25	28.4	15.8	8.8	8	224	16.5	9.2	188	9.6	+ .8
Washington Junior High	682	24	28.4	24	28.4	15.2	8.5	7	222	16.3	9.2	218	11.1	+2.6
Lincoln Junior High	609	22	27.7	21	29.0	13.6	7.6	6	176	12.9	7.2	145	7.4	- .2
TAL STUDENTS (Combined Junior and Senior High)	8053	305	25.3	280	27.6		100.0	88	2428		99.9	1956	99.9	---

The sampling design stipulated a total of 2,428 anticipated subjects. At the conclusion of the field interviews, 1,956 or about 80 per cent of the anticipated sample had been interviewed. A comparison of the obtained sample composition with the population composition shows that the proportions of interviews obtained closely resembles the proportions which would be expected at the junior and senior high levels and at the various participating schools. Junior high students represent 44.2 per cent of the secondary school population, and senior high students 55.8 per cent. The proportions of junior and senior high students interviewed were 41.3 per cent and 58.7 per cent, respectively. In other words, the make-up of the obtained sample differed only by 2.9 per cent from the population composition.

The difference between obtained and population compositions can, for the most part, be accounted for by two schools, Central High School and Washington Junior High School. At Central, fewer students were actually interviewed than expected (-4.1%) and at Washington more than expected were interviewed (+2.6%).

Another test of the representativeness of the sample is possible with the data in Table 2. In Table 2, the ethnic distribution of the school district population may be compared with the proportions of whites, blacks, and Latino (Latin-American) which made up the obtained sample. Of the 1956 subjects in the survey, 952 identified themselves as white, 642 as black, and 153 as Latino. Another 209 students could not be coded as members as one of the three ethnic subgroups in Table 2 because they did not respond to the deomographic item concerning ethnicity or because their responses were ambiguous or otherwise uncodeable. These 209 students, therefore, appear as "Others."

Of the 209 "Others," 113 failed to give any information regarding their racial or ethnic background. The bulk of the remaining 96 students supplied uncodeable responses such as "human" and "It's none of your business" or checked two or more of the racial/ethnic classifications. A small number of these students indicated that they were Oriental or American Indian.

TABLE 2: DISTRIBUTION OF POPULATION AND SAMPLE BY ETHNICITY OF STUDENT

ETHNIC CLASSIFICATION	PER CENT ETHNIC DISTRIBUTION OF POPULATION*	OBTAINED SAMPLE			DIFFERENCE BETWEEN POPULATION AND OBTAINED SAMPLE
		NUMBER STUDENTS TOTAL	PER CENT OF TOTAL (N=1956)	PER CENT OF TOTAL WHERE ETHNICITY INDICATED** (N=1747)	
WHITE	56.3	952	48.7	54.5	-1.8
BLACK	38.0	642	32.8	36.7	-1.3
LATINO	5.7	153	7.8	8.8	+3.1
OTHER	---	209	10.7	---	
TOTAL	100.0	1956	100.0	100.0	---

* These proportions were taken from the School district's official Fourth Friday count of September 29, 1972.

** These proportions were computed using an interview base of 1747 which was arrived at by excluding the 209 "Other's."

The ethnic distribution of the obtained sample closely corresponds with that of the secondary student population. According to the 1972 Fourth Friday count, whites accounted for 56.3 per cent of the student population and blacks for 38.0 per cent. In the obtained sample, whites make up 54.5 per cent of the respondents and blacks 36.7 per cent. In short, the difference between the

obtained and population compositions is a difference of -1.8 per cent for whites and -1.3 per cent for blacks. Latino students represent 5.7 per cent of the population as established by Fourth Friday records. In the obtained sample, however, Latino respondents amount to 8.8 per cent of the total.

In summary, the sample of students interviewed for this study closely resembles the secondary student population when the grade level and individual building distributions of both are compared. Proportions of black and white students sampled are within 2 per cent of the ethnic distribution obtained from Fourth Friday records. Latino students appear to be slightly over-represented in the study. The +3.1 per cent difference for Latino students may have occurred because some white and black students were reluctant to identify themselves on a questionnaire which probed many sensitive black/white issues.

The Questionnaire

In drafting the data gathering instrument, a wide survey of recent research was undertaken. A bibliography of works consulted appears in Appendix C .

All relevant studies or reports of the past several years in Pontiac were studied to identify areas which seem to need further exploration. The 1971-72 Pontiac secondary student survey yielded several items for comparison and follow-up or expansion.

A number of questionnaire items from, or similar to those from other surveys were included to gather comparison data. All of these studies are based upon large sample surveys; in some cases the samples were nation or state-wide. These comparative data are reported in the section of the report entitled "Comparisons With Other Studies."

Most items were locally generated. Advisory groups of school administrators, teachers and counselors, and secondary school students assisted in the development of the questionnaire by suggesting areas for investigation and previewing the pilot instrument.

The instrument was pilot-tested with approximately sixty secondary students, including a 7th grade class at one of the junior high schools. Students involved in the pilot study were asked for their suggestions after completing the questionnaire. On the basis of the pilot-test results, some items were changed and some were completely eliminated.

In final form, the instrument contained ninety-seven multiple response items, six open-ended questions and four demographic questions. Completion time averaged 20 to 30 minutes.

Most forced-choice questions were constructed using a "agree-disagree-don't know," response mode. Others used a "strongly agree-agree-undecided-disagree-strongly disagree " scale. In addition, a fifteen item semantic differential scale was included to measure school-related attitudes.

While a copy of the questionnaire used is not included in the report, questionnaire items may be found in Appendix A which presents tabular results of the study.

Administration of the Questionnaire

The questionnaire was administered to all students in the sample during the period April 16 through April 19, 1973. Interviewers arranged administration schedules at individual schools and notified classroom teachers in advance that class time would be used in completing the instrument. No follow-up of absent students was attempted.

For the most part, interviewers were guidance counselors from the schools which participated in the study. In the case of two schools, regular classroom teachers carried out the administration of the questionnaire. Both teachers and counselors who were responsible for collecting the data attended training sessions to familiarize them with the instrument and acquaint them with the administration procedures. Written guidelines for administering the questionnaire were also provided. These appear in Appendix B .

Data Analysis

All data from forced-choice items were transposed onto punch cards and computer analyzed using a standard survey analysis program. The computer facilities of the Pontiac School's Data Processing Center and the Oakland Intermediate School District were used for the analysis.

The primary analysis yielded response frequency counts, means, standard deviations and proportions. For the most part, the data are presented in the form of proportions whether they appear in tables, graphs or histograms. Analysis of the semantic differential items was on subgroup means. Certain open-end or free choice items were coded and are presented by frequency of mention.

Data are presented for three subgroups: white, black, and Latino. On some items, the data are broken by grade level. Where differences in proportions for subgroups are cited as "statistically significant," they were established as such using the z test of proportions. This same test was applied in testing differences between 1972 and 1973 responses to the same item.

Data Presentation

All significant differences between responses of subgroups in the current survey, or between the 1972 and 1973 surveys, are noted in one or more of the following ways:

1) Discussion in the text

2) For data in the form of tables:

   a. One asterisk (*) indicates significant difference between black and white student responses (5% or more).

   b. Two asterisks (**) indicate significant difference between white and Latino student responses (9% or more).

   c. Three asterisks (***) indicate significant difference between black and Latino student responses (9% or more).

3) For data in the form of bar graphs, bars are divided into subgroup responses and percentages noted where significant differences exist. Where no significant differences exist, a single bar noting total student response is presented.

   Exceptions: Figures 2 and 5 are followed on next page by graphs depicting significant differences between subgroups.

RESULTS

OVERVIEW SUMMARY

General Education Attitudes

The attitudes of white, black and Latino students toward education are very similar. There are no very wide differences between them and no opposite trends which divide them.

The majority of Pontiac Students could be characterized as having faith that a high school education is worth the time and trouble and that it helps students prepare for and get jobs. One out of five students is not convinced of the value of education and believes more can be learned on the job, although the feeling that high school should prepare one for a job is nearly unanimous.

Only about half of students believe education will make them happier or teach them to think for themselves, and even fewer expect that it will help them to handle everyday problems.

General Civil Rights Attitudes

Virtually all students reject the notion that skin color and intelligence are related. However, black, white and Latino students do differ widely in their acceptance of basic civil rights tenets.

All but a few black and Latino students believe black people should have the right to live wherever they choose and that white people do not have the right to keep them out of white neighborhoods. Nearly two out of three white students agree with them on both counts, but a substantial minority of 30 per cent

do not. About half of the black and Latino students believe this would be a better country if all neighborhoods were racially mixed. An equal percentage of white students disagree and only one in five is in accord.

More than half of all students see the major civil rights movements as having had beneficial effects for minority groups and for women, although sizeable numbers are not sure about this.

Perceptions of Self-Determination

About three-fourths of Pontiac students seem committed to the "work ethic." These students believe hard work, not luck, is the ingredient of success, and that anyone who works hard has a good chance of success. About three-fourths see no barriers to success for "people like me."

However, nearly half of Pontiac students report someone or something gets in their own way everytime they try to get ahead.

Two-thirds of students are satisfied that they make most of the decisions about their lives. Almost a third disagree. About a third also feel that most people end up with the same kind of job their parents had. Three out of four believe that people with money get most of the breaks.

White students, as a group, reflect more sense of control over their lives in their responses than do black students, and Latinos reflect the least.

General Social Issues

Although Pontiac students are oriented toward individual effort and hard work, they advocate a strong role for the government in direct assistance to those in trouble. Overwhelming majorities of all groups believe it is the responsibility of the government to create jobs for the jobless and to provide help to the poor

and those who cannot work. A clear majority of all groups want wage inequities reduced for all who work, although this belief is stronger among black and Latino students.

Six of every ten students think their government does a poor job of carrying out the wishes of the people. Only 17 per cent think it does a good job. (This survey was conducted prior to major Watergate revelations.)

Most Pontiac students demonstrate concern for others. Only one in five indicates he or she doesn't particularly care about helping others get a better deal in life. A majority would like to see colleges made tuition-free and open to all. A smaller majority refuse to believe crime will be reduced by tougher police action alone.

All subgroups are in agreement on the question of student involvement in decision-making. With few exceptions, students believe they should participate in planning how their schools are run.

SCHOOL-RELATED ATTITUDES

Student Ratings of School

Although there are exceptions, black, white and Latino students, as groups, have parallel viewpoints on many aspects of their school life.

This is noticeable in the "word-picture" (based on semantic differential scales) that students draw of their schools. Although Latino students are more positive in their assessment of school life on all measures in these scales, the general pattern of responses is similar for all subgroups.

Students characterize their schools as "boring," "prisonlike" and "dull." They also describe them as "clean," "happy" and "organized." Other responses are closer to neutral, although the overall weight of student opinions is slightly on the positive side.

Student Ratings of Teachers and Adult Staff

Over half of students are satisfied that their teachers know their subjects, are friendly to them, answer student questions and grade them fairly. About half are satisfied that their principals do a good job and that their teachers are willing to listen to their ideas. Fewer than half believe their teachers understand students of different races, know a lot about Pontiac and its problems, or teach students how to get along in the world. Fewer than half are satisfied that their teachers really care about them, are interesting to listen to, help them choose interesting assignments, explain things clearly, or enjoy their jobs.

School Climate

About half the students report they like going to their present schools, while a third do not. About half also say there is time during school to meet with friends, and that they feel free to express themselves in class. Six out of ten students report they are usually happy in school.

Only 40 per cent feel that students have a voice in decision-making at school, far less than the percentage who feel they should participate in decision-making.

Among all subgroups but Latino, the majority feel unsafe at school. Some of this feeling of insecurity might be explained by occasional fear of other students. Substantial minorities (generally one out of four: among whites,

one out of two)express fear of other students, and about one in four is afraid going to and from school. White students are twice as likely as black to fear other students, but black students are more likely to be afraid going to and from school.

Responses are about evenly divided on whether students treat each other fairly and kindly at school.

Rules

Minorities of all subgroups except white consider the rules for students fair, and whites are evenly divided on this question. This majority dissatisfaction with rules extends to students' feeling they're not punished fairly and not given a second chance when they are caught breaking a rule.

About six out of ten students report they obey the rules, but only two out of ten consider the other students in their schools to be well behaved.

Students were asked to comment on which rules they would change if they had the power. Those rules most frequently mentioned were:

1) Suspensions, expulsions, closed classes because of tardiness or fighting
2) Closed campus, locked doors and fences, not permitted to leave for lunch
3) Not enough time between classes
4) No lunch period
5) No smoking, gum, or candy
6) Clothing rules (especially no jackets or hats in class)
7) Paddling, rough treatment or unequal treatment by teachers, principals

Race Relations

Three-fourths of students report they have friends of a different race or color, and more than half would like to have more such friends. Fewer, however, around 60 per cent, are of the opinion that students of different races generally get along well together. Well over half believe students could improve interracial relationships with less adult interference.

On the question of preferential treatment for black and white students, opinions diverge. About four out of ten white students believe blacks are getting preferred treatment -- about four out of ten black students see whites as getting preferred treatment. Latino student opinion closely parallels black student opinion on this question.

ATTITUDES TOWARD INTEGRATED EDUCATION

Three-fourths of black and Latino students, and slightly more than half of white students, are in agreement that black and white students should attend school together. One-third of white students are in opposition along with only 10 per cent of black and Latino students.

Choice of Schools

Given free choice, 40 per cent of white students would choose an all-white school, twice the proportion of black students who would choose an all-black school. However, majorities of all groups would choose schools integrated to some extent. Only 3 per cent of blacks and no whites would choose to be in a school where they would constitute a 25 per cent minority group, but 60 per cent of blacks and Latinos and 30 per cent of whites would choose a racially balanced, or 50-50, school. Altogether, 55 per cent of white students would

opt for an integrated school and 76 per cent of black and Latino students would do the same.

Approval of the Busing Plan

Only 10 per cent of white students report they approved of desegregation when it began in September, 1971, and three-fourths disapproved. Black and Latino students were about evenly divided, approximately one-third approving and one-third disapproving.

When asked to judge the present level of approval of those around them, black students rate it the highest and white students the lowest. A little over 10 per cent of white students believe their parents and most other students approve of the busing plan. A third of black students see other students as approving and close to half believe their parents approve. Latino students are more evenly divided on these questions. These group differences disappear when the question deals with teacher approval of the busing plan. Most students do not know where their teachers stand on this issue.

Modifications in Student Opinions about Busing

Three-fourths of students have changed their minds to some extent about busing, but there are group differences in the direction of change. Among black and Latino students, two to one are more in favor of desegregation now than when it began. Among white students, a third are more favorable and close to half, less favorable.

When asked to give reasons for their opinion shifts, those more in favor generally gave reasons grouped here as "social," "racial" and "general," indicating better student relationships. Those less in favor generally gave "racial," "school assignment" or "general" reasons. An equal percentage on each side of

the question, about 11 per cent, cited conditions of busing itself (e.g., convenience or inconvenience) as the basis of their opinion. Safety seems to be a minor consideration for either favorable or unfavorable changes in opinion.

Effects of Busing Plan

A number of opinion statements dealing with effects of the busing plan on education, race relations, community, equal opportunity and group power were presented to students for their agreement or disagreement. On all but two items, very wide differences were found between white and black, and white and Latino student responses. The exceptions were two statements projecting a decline in group power of blacks and/or whites as a result of desegregation. All groups showed a converging viewpoint, with a strong majority in disagreement with both statements.

Although a substantial minority of black and Latino students question or doubt the positive effects of busing, they are generally more optimistic than whites. This is particularly evident in the responses they give when asked whether the busing plan will help or hurt their own education. Black and Latino students overwhelmingly reject the notion that it will hurt their chances for a good education, but fewer are sure it will help them. A full third of white students are convinced it will hurt their education and only one in five think it will help. A sizeable percentage seem to be saying it won't make any difference in their own education, although the question was not asked directly.

A majority of black and Latino students and a minority of whites estimate that the busing plan will make Pontiac a better community, provide better education generally, increase black/white understanding, and help people get an equal

chance in life. Half of white students think it will cause more fights between black and white -- half of black students think it will not. A third of each subgroup holds the opposing opinion on this.

Student Ratings of Busing This Year

Despite some pessimism as to eventual outcome, a sizeable majority of all students think the busing plan has worked satisfactorily, well, or very well in their own schools this year. Only 9 per cent of black and Latino students and 30 per cent of white students rate the plan as working poorly or very poorly this year.

The Bus Ride

Students who are bussed to school were asked whether they liked or disliked taking the bus. Four of ten white students and nearly seven of ten black and Latino students replied that they liked it. Six in ten whites and three in ten black and Latino students dislike it. Reasons for liking it included convenience, enjoyable trip, time with friends, and general support for desegregation. Reasons for not liking it included objections to leaving the neighborhood, inconvenience, and discomfort from overcrowding or poor behavior on the bus.

# # #

GENERAL EDUCATION ATTITUDES

A substantial majority (71%) of Pontiac students are convinced that a high school education is "worth all the time and trouble it takes." Only 18 per cent of the sample voiced contrary opinions and 11 per cent were uncertain about whether or not a high school education was worth the sacrifices necessary to obtain one. Differences between black, white, and Latino subgroups were negligible on this question.

Pontiac students tend to view education in a utilitarian fashion; that is, they see education as a means of securing jobs and feel that schools should prepare students for the world of work. Eighty-five per cent (85%) of all students interviewed agreed with the statement "A high school education should prepare a person for a job." Again, differences between subgroups were not significant. Seventy-one per cent (71%) of the sample disagreed that a high school education was of no help in securing a job. Significantly more white students (77%) than black (68%) and Latino students (65%) felt that a high school education was helpful in gaining employment.

One-fifth of the students felt that more could be learned by working on the job for three years than by attending high school. Nearly sixty per cent of the students held the opposite opinion.

Pontiac students are less likely to think of education as a means to a happier life or as relevant to solving problems encountered in everyday life. Only fifty-six per cent of the sample agreed that "education helps people to live a happier life," and thirty-nine per cent agreed that the "schools teach young people about the problems of everyday life." On this latter question, the level of agreement for white students (36%) is significantly, but not substantially, lower than for blacks (42%) and Latinos (48%).

TABLE 3: RESPONSES TO OPINION STATEMENTS ABOUT THE VALUE OF HIGH SCHOOL EDUCATION AND EDUCATION IN GENERAL

		TOTAL (N=1956)	WHITE (N=952)		BLACK (N=642)	LATINO (N=153)	
A HIGH SCHOOL EDUCATION IS OF NO HELP IN GETTING A JOB TODAY	AGREE	20%	16%	*	22%	24%	
	DISAGREE	71	77		68	65	
	DON'T KNOW	9	7		10	11	
A HIGH SCHOOL EDUCATION IS WORTH ALL THE TIME AND TROUBLE IT TAKES.	AGREE	71	71		71	77	
	DISAGREE	18	18		19	13	
	DON'T KNOW	11	11		10	10	
OUR SCHOOLS TEACH A STUDENT TO THINK FOR HIMSELF.	AGREE	50	47	*	53	54	
	DISAGREE	34	37		31	31	
	DON'T KNOW	16	16		16	15	
SCHOOLS TEACH YOUNG PEOPLE ABOUT THE PROBLEMS OF EVERYDAY LIFE.	AGREE	39	36	*	42	48	**
	DISAGREE	49	52		47	37	
	DON'T KNOW	12	12		11	16	
EDUCATION HELPS PEOPLE TO LIVE A HAPPIER LIFE.	AGREE	56	57		53	56	
	DISAGREE	28	27		30	27	
	DON'T KNOW	17	16		17	17	
A HIGH SCHOOL EDUCATION SHOULD PREPARE A PERSON FOR A JOB.	AGREE	85	87		87	83	
	DISAGREE	7	7		6	11	
	DON'T KNOW	7	6		7	6	
A PERSON CAN LEARN MORE BY WORKING FOR THREE YEARS THAN BY GOING TO HIGH SCHOOL.	AGREE	20	20		18	19	
	DISAGREE	59	58		60	63	
	DON'T KNOW	21	21		22	18	
STUDENTS KNOW MORE ABOUT LIFE THAN TEACHERS DO.	AGREE	17	16		18	16	
	DISAGREE	51	54		48	52	
	DON'T KNOW	31	29		34	31	

* INDICATES STATISTICALLY SIGNIFICANT DIFFERENCE BETWEEN WHITE AND BLACK SUBGROUPS
** INDICATES STATISTICALLY SIGNIFICANT DIFFERENCE BETWEEN WHITE AND LATINO SUBGROUPS

Only one-half of the students surveyed believe that the schools teach students to think for themselves. Again, white students are less likely to agree with this statement than either blacks or Latinos.

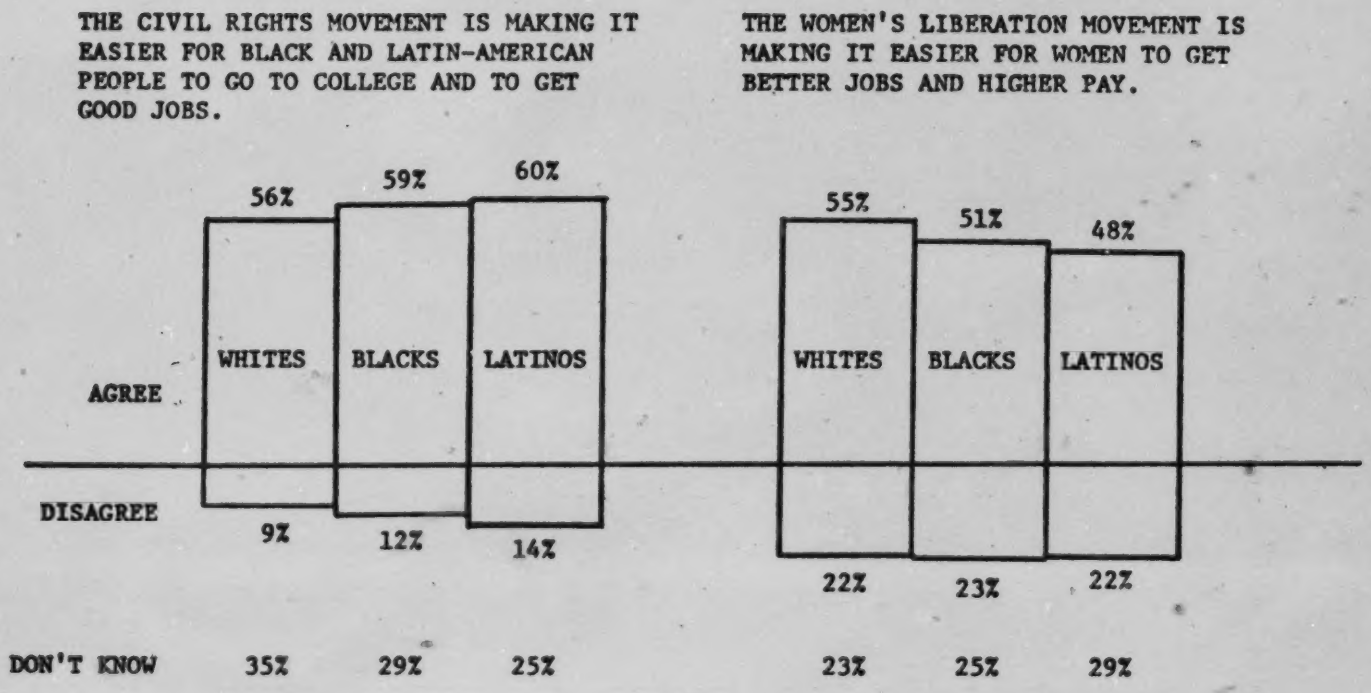
On the other hand, most students are not willing to say that they know more about life than teachers do. Only 17% of all students would agree with this statement. In disagreeing with it, there is a significant difference between black (48%) and white students (54%), black students being slightly less likely to disagree.

GENERAL CIVIL RIGHTS ATTITUDES

Ninety per cent (90%) of the students interviewed in this study disagree that a person's intelligence is related to the color of his skin. Blacks, whites, and Latinos responded with virtually identical proportions when this classic civil rights question was posed.

Similar, but not as strong, agreement exists among black, white and Latino students on the effectiveness of the civil rights and women's liberation movements. A majority (57%) of all students see the civil rights movement as assisting members of minority groups in going on to higher education and securing better jobs.

FIGURE 1: PERCEIVED EFFECTS OF CIVIL RIGHTS MOVEMENTS



Slightly over one-half of the total sample view the women's liberation movement as a positive force in achieving economic equality for women.

However, when civil rights issues are brought "closer to home," agreement between white and black and Latin minority groups seem to dissipate. Although a majority of white secondary school students express liberal views regarding open-housing, they are by no means unanimous. Only 21% of the white subgroup agreed that America would be better off if all neighborhoods were racially integrated; slightly more than one-half of the black and Latino minority groups agreed that integrated neighborhoods would be beneficial.

TABLE 4 : RESPONSES TO OPINION STATEMENTS ON OPEN-HOUSING

		TOTAL	WHITE		BLACK	LATINO	
America would be a better country if all neighborhoods were racially mixed.	AGREE	35%	21%	*	52%	52%	**
	DISAGREE	38	53		21	17	
Black people should have the right to live wherever they chose.	AGREE	76	62	*	95	89	**
	DISAGREE	17	27		3	7	
White people should have the right to keep black people from moving into their neighborhoods.	AGREE	19	30	*	6	7	**
	DISAGREE	73	59		92	90	

("Don't Know" responses are omitted)

Similar response patterns were found in the results regarding two other items related to open housing. A gap of 33 percentage points separates black and white students on the question of whether or not blacks should have the right to live wherever they choose. Ninety-five per cent of black students agreed that black people should be allowed to live where they please; only 62 per cent of the white students concurred.

Six per cent of the black students said that white people should have the right to keep blacks out of white neighborhoods. A substantial 30 per cent of the white students agreed that white people should have that right.

On each of the three questionnaire items reported in Table 4, Latino responses closely parallel those of the black student subgroup.

PERCEPTIONS OF SELF-DETERMINATION

Pontiac students were asked to respond to a number of questions which would measure their sense of control over their own lives: whether they felt they had choices they could make in life; if they felt held back or discriminated against for any reason; if they felt opportunities were open to them through their own hard work, or if luck, the jobs held by parents, money (or the lack of it) and discrimination were the deciding factors. Histograms portraying results follow on pages 28 and 29.

Although significant differences were found in the responses to several items, the overall pattern is one of more similarity than dissimilarity between subgroups.

On the whole, student attitudes in the area of self-determination are more positive than negative (control vs non-control.) Among white students, attitudes are about 2 to 1 positive to negative, somewhat less positive for black students and a little less still for Latino students.

About two-thirds of white and black students believe they make most of the decisions about their lives. Latino students (57%) are significantly less likely to believe this.

About one-third of all students believe most people end up doing the same kind of work their parents did. However, blacks and Latinos (both 42%) are significantly more likely than whites (25%) to agree. Many students (15%) are not sure how to respond to this item.

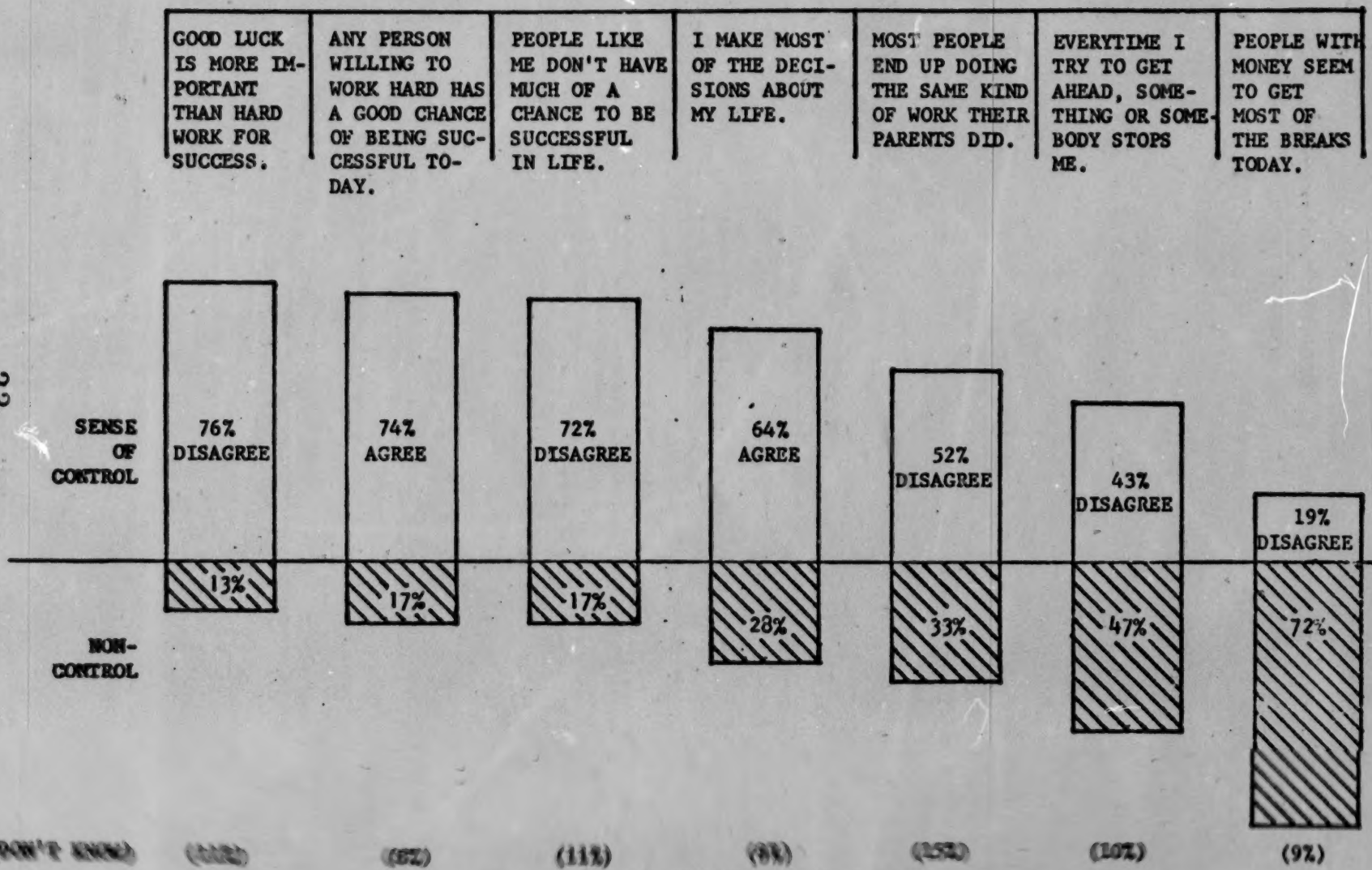
A very high percentage of students (47%) report the feeling of being stopped by somebody or something when they try to get ahead. Black students (52%)

are significantly more likely to feel this is true than whites (43%).

A majority of students disagree that good luck is more important than hard work for success. Whites (84%) are significantly more likely, however, than either black (70%) or Latino (67%) to disagree.

There are no significant differences in the other items in this area. A little over 70% of all students agree that people with money seem to get most of the breaks today, that any person willing to work hard has a good chance of being successful today, and disagree that "people like me don't have much of a chance to be successful in life."

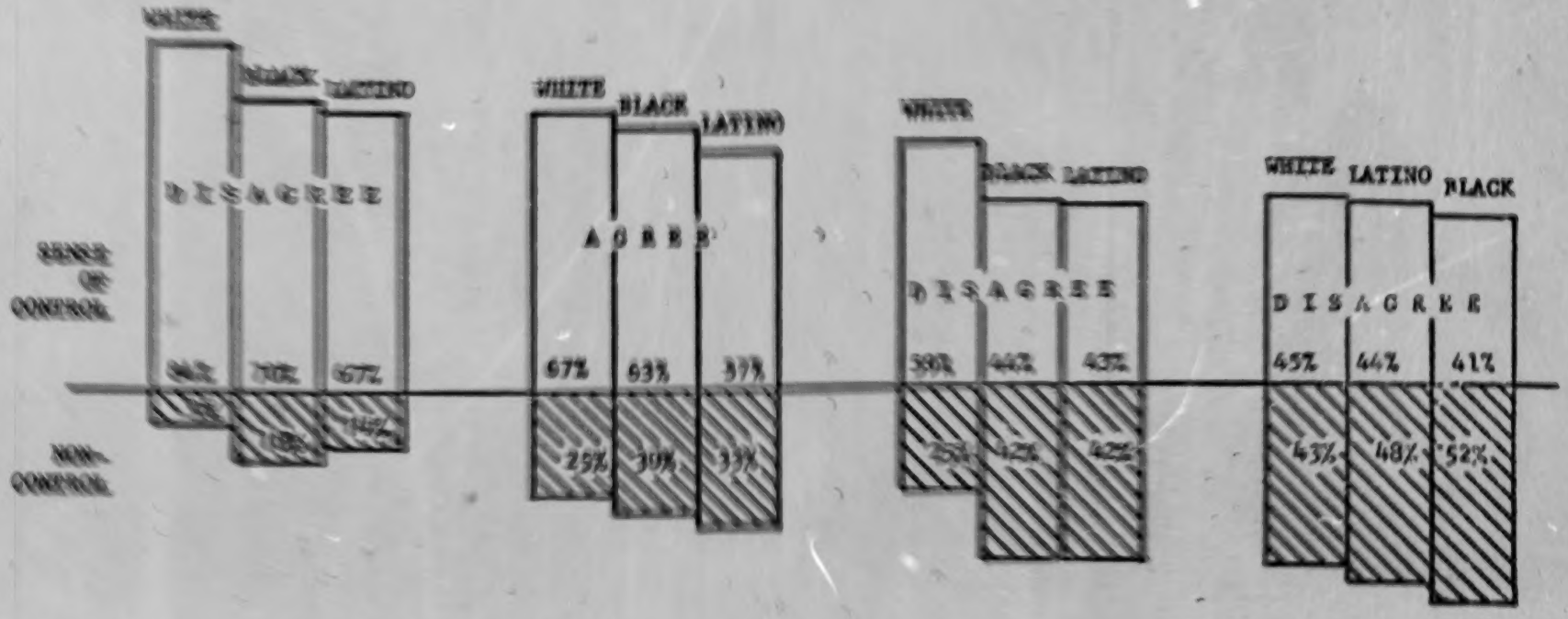
FIGURE 2 : PERCEPTIONS OF SELF-DETERMINATION


GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS.
ANY PERSON WILLING TO WORK HARD HAS A GOOD CHANCE OF BEING SUCCESSFUL TODAY.
PEOPLE LIKE ME DON'T HAVE MUCH OF A CHANCE TO BE SUCCESSFUL IN LIFE.
I MAKE MOST OF THE DECISIONS ABOUT MY LIFE.
MOST PEOPLE END UP DOING THE SAME KIND OF WORK THEIR PARENTS DID.
EVERYTIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY STOPS ME.
PEOPLE WITH MONEY SEEM TO GET MOST OF THE BREAKS TODAY.
SENSE OF CONTROL
NON-CONTROL
76% DISAGREE
74% AGREE
72% DISAGREE
64% AGREE
52% DISAGREE
43% DISAGREE
19% DISAGREE
13%
17%
17%
28%
33%
47%
72%
(DON'T KNOW)
(11%)
(9%)

DATA PRESENTED HERE ARE FOR TOTAL SAMPLE

FIGURE 3 : RESPONSES* TO SELF-DETERMINATION ITEMS WHERE SIGNIFICANT DIFFERENCES EXIST BETWEEN SUBGROUPS

GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS.	I MAKE MOST OF THE DECISIONS ABOUT MY LIFE.	MOST PEOPLE END UP DOING THE SAME KIND OF WORK THEIR PARENTS DID.	EVERYTIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY STOPS ME.



* DON'T KNOW RESPONSES OMITTED

SOME GENERAL SOCIAL QUESTIONS

The responses to this group of questionnaire items offer a limited exploration of student attitudes on a variety of current social questions. Many of the items indirectly relate to opportunities for poor and minority peoples. A strong equalitarian sentiment is evident throughout the responses of all subgroups and is strongest among black and Latino students. Tabular results follow on page 32.

A tuition-free state university system, with an open admissions policy, would find support among Pontiac youth. A majority (58%) of white students agreed that a college education should be free of cost and open to anyone who wants it. About one-third of the white students opposed this proposition. Significantly more black (71%) and Latino students (72%) agreed that higher education should be free and accessible to anyone.

Very few students disagreed with the option that students should take part in planning how their schools are run. Eighty-six per cent of all students agreed, with no significant differences between black, white and Latino students.

Sixty-four per cent of the students said helping others get a better deal in life was important to them. Black, white and Latino responses on this issue are, for all practical purposes, the same.

Two items, regarding the role of the government in economic assistance to families and individuals, drew significantly different responses from white and minority subgroups. Above three-fourths of all students agreed with the first item "The government should provide jobs for those who cannot find work," but black (87%) and Latino (89%) students were more likely to agree than were white students (68%).

Eighty-two per cent of the students agree with the second item, "Poor people and people who cannot work should receive help from the government." Again, however

significantly more black and Latino students than white students agreed, although a strong majority of all three subgroups concurred with the statement.

About one-third of the sample agreed that police should get tougher to cut down on crime, but slightly over half of the students disagreed that a tougher police department would guarantee law and order. Black students (57%) were somewhat more likely to disagree than whites (50%).

About two out of three students believe that "Wages should be made more equal for everybody who works." Both black (66%) and Latino (63%) students are significantly more likely to agree with this proposition than are white students (52%). More than a third (36%) of white students disagree and a substantial percentage (14%) of all students are not sure.

There is dissatisfaction among Pontiac students with the responsiveness of the federal government. Sixty-two per cent of all students disagree, and only 17% agree, that the government in Washington does a good job of carrying out the wishes of the American people. Black students (67%) are somewhat more critical than are white students (60%).

TABLE 5: RESPONSES TO OPINION STATEMENTS ON SOME GENERAL SOCIAL ISSUES

		TOTAL (956)	WHITE (952)		BLACK (642)	LATINO (153)
A COLLEGE EDUCATION SHOULD BE FREE OF COST AND OPEN TO ANYONE WHO WANTS IT.	AGREE	64	58	*	71	72 **
	DISAGREE	25	32		18	20
	DON'T KNOW	11	10		11	8
STUDENTS SHOULD TAKE PART IN PLANNING HOW THEIR SCHOOLS ARE RUN.	DON' AGREE	86	87		86	84
	DISAGREE	8	8		7	7
	DON'T KNOW	7	5		7	9
HELPING OTHER PEOPLE TO GET A BETTER DEAL IN LIFE IS IMPORTANT TO ME.	AGREE	64	63		64	61
	DISAGREE	21	22		20	23
	DON'T KNOW	15	15		16	16
THE GOVERNMENT SHOULD PROVIDE JOBS FOR THOSE WHO CONNOT FIND WORK.	AGREE	76	68	*	87	80 **
	DISAGREE	14	19		7	11
	DON'T KNOW	10	12		7	9
POOR PEOPLE AND PEOPLE WHO CANNOT WORK SHOULD RECEIVE HELP FROM THE GOVERNMENT.	AGREE	82	75	*	93	93 **
	DISAGREE	9	12		4	5
	DON'T KNOW	9	13		3	2
THE WAY TO CUT DOWN ON CRIME IS FOR THE POLICE TO GET TOUGHER.	AGREE	34	36	*	29	32
	DISAGREE	52	50		57	50
	DON'T KNOW	14	14		14	18
WAGES SHOULD BE MADE MORE EQUAL FOR EVERYBODY WHO WORKS	AGREE	57	52	*	64	63 **
	DISAGREE	29	36		20	18
	DON'T KNOW	14	12		16	19
THE GOVERNMENT IN WASHINGTON DOES A GOOD JOB OF CARRYING OUT THE WISHES OF THE AMERICAN PEOPLE	AGREE	17	19	*	12	19
	DISAGREE	62	60		67	58
	DON'T KNOW	22	21		22	24

SCHOOL RELATED ATTITUDES AND ISSUES

A good many of the questionnaire items used in this survey explore areas which may be broadly termed "school-related attitudes and issues." Student views on teachers, school rules, student conduct and student race relations are among those examined.

One section of the questionnaire, entitled "Rate Your School," was used to get a global picture of how students feel about their schools. The rating scale or technique used in this section is known as a "semantic differential." In responding on a scale of this kind, the subject is required to judge an object, a concept, a person, or whatever, in terms of two bi-polar adjectives. The subject is requested to indicate his feelings about that which is being rated by placing an "X" somewhere between two mutually contradicting adjectives. For example:

GOOD							BAD
7	6	5	X 4	3	2	1	

The blanks between the adjectives constitute a semantic space and are assigned numerical values. The ratings of groups of students are averaged for a group mean rating and can be plotted in graph-fashion to produce a profile.

For the purposes of this study, students were asked to "think about their school as a whole" and then rate it in terms of the 15 bi-polar adjectives listed. Figure 4 provides the average ratings for white, black, and Latino students.

A number of generalizations can be made about student school-related attitudes on the basis of the data in Figure 4. First, and probably most notable, is that the results reveal the subgroups to be more alike in their perception of school than they are different. The profiles for the black and white subgroups are very similar and, in a number of instances, the ratings are almost identical. In all cases, Latino students appear to be somewhat more positive in their ratings than either white or black student subgroups.

On the positive side, it can be said that students (black, white and Latino) tend to view their schools as:

"friendly" rather than "unfriendly";
"clean" rather than "dirty";
"happy" rather than "sad";
"comforting" rather than "frightening";
"organized" rather than "disorganized";
"peaceful" rather than "violent"; and
"cooperative" rather than "uncooperative."

Negative student perceptions exist in that, on the average, students see their schools as:

"boring" rather than "exciting";
"prisonlike" rather than "free"; and
"dull" rather than "fun."

"RATE YOUR SCHOOL"

FIGURE 4

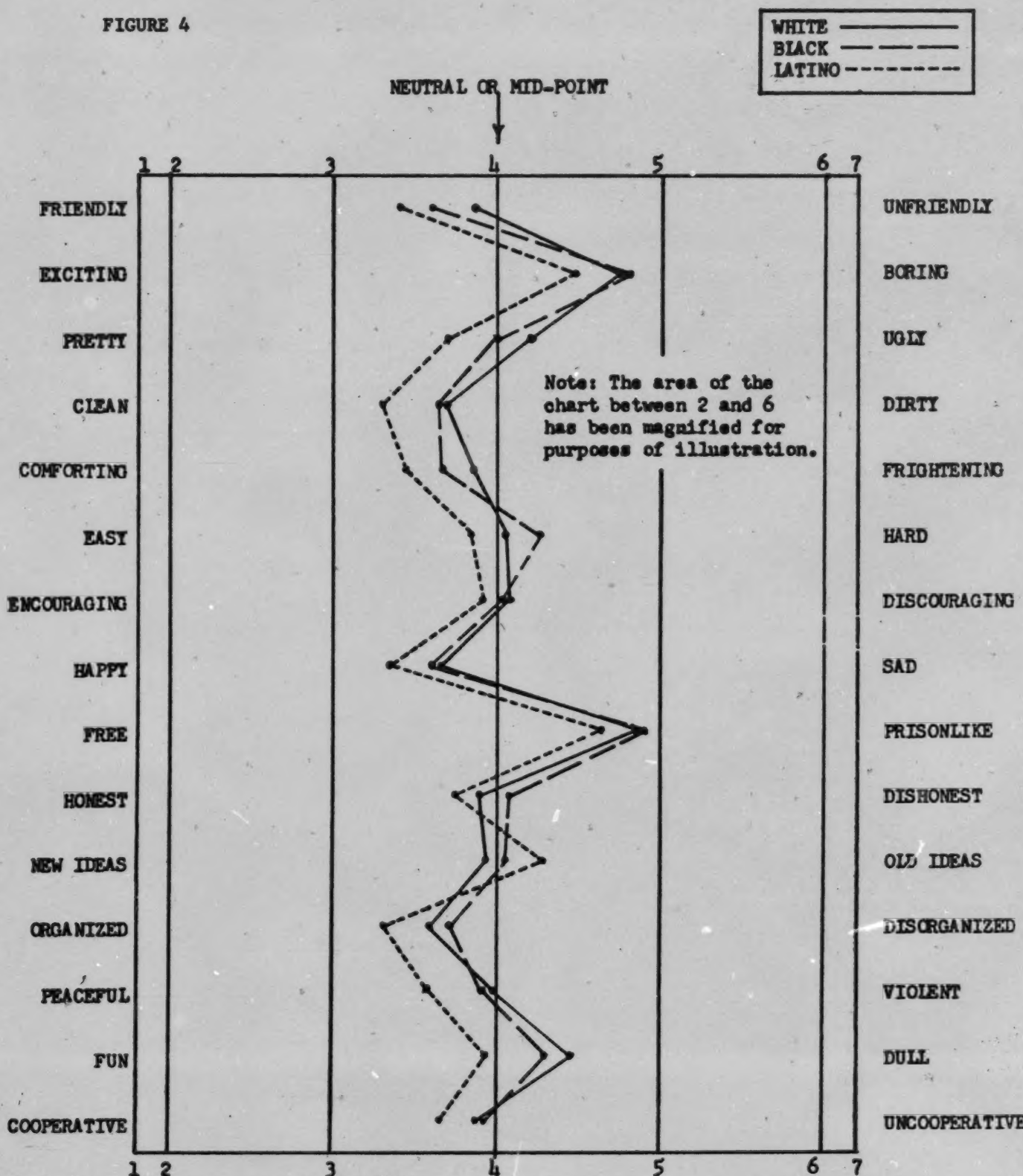


FIGURE : AVERAGE RATINGS OBTAINED WITH THE SEMANTIC DIFFERENTIAL "RATE YOUR SCHOOL".

Attitudes Toward Teachers

In assessing student attitudes toward their teachers, a broad sampling of questions were asked covering such areas as grading, teaching styles, knowledge of subjects, interracial understanding and familiarity with the community. With a few exceptions, white, black and Latino students tend to express similar views about their teachers.

A majority of Pontiac secondary students regard their teachers as friendly, knowledgeable about the subjects they teach, responsive to student questions, and fair in assignment of grades. About half see teachers as receptive to the ideas of students. Slightly under half believe that teachers are easy to understand and perceive teachers as enjoying their jobs. About 40 per cent of the students state that their teachers understand students of different races, are "interesting to listen to," and "really care about me."

About one-third of the students believe that their teachers help them select interesting school work and about 30 per cent claim that teachers teach students to "get along in the world."

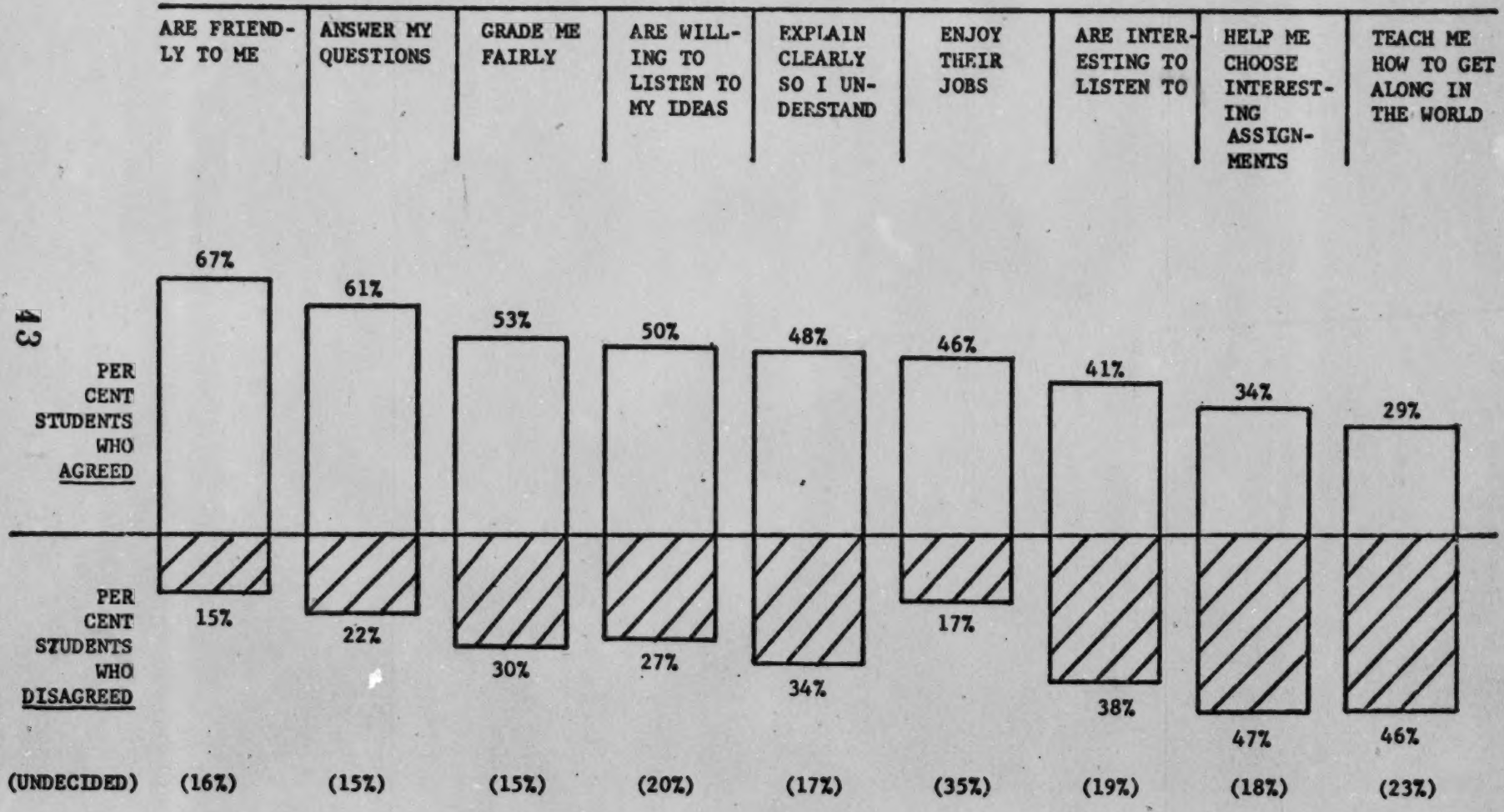
Statistically significant differences between white, and black subgroups do appear on a number of items which assess impressions of teacher behavior. (See Figures 6 and 7). In general, these differences indicate that black students are less likely than white students to feel that teachers:

1. are friendly
2. grade fairly
3. answer questions and
4. know a lot about Pontiac and its problems

On the other hand, white students are less likely to agree that teachers help students to choose interesting school assignments.

On the single item pertaining to the school administrators, significant differences occurred in black and white responses. Fifty-five per cent of the white students agreed that their building administrators were doing a good job, whereas only forty-three per cent of the black students agreed.

FIGURE:5 STUDENTS RATE THEIR TEACHERS



DATA PRESENTED HERE ARE FOR TOTAL SAMPLE

FIGURE 6 : AGREE RESPONSES TO TEACHER RATING ITEMS WHERE SIGNIFICANT DIFFERENCES EXIST BETWEEN SUBGROUPS

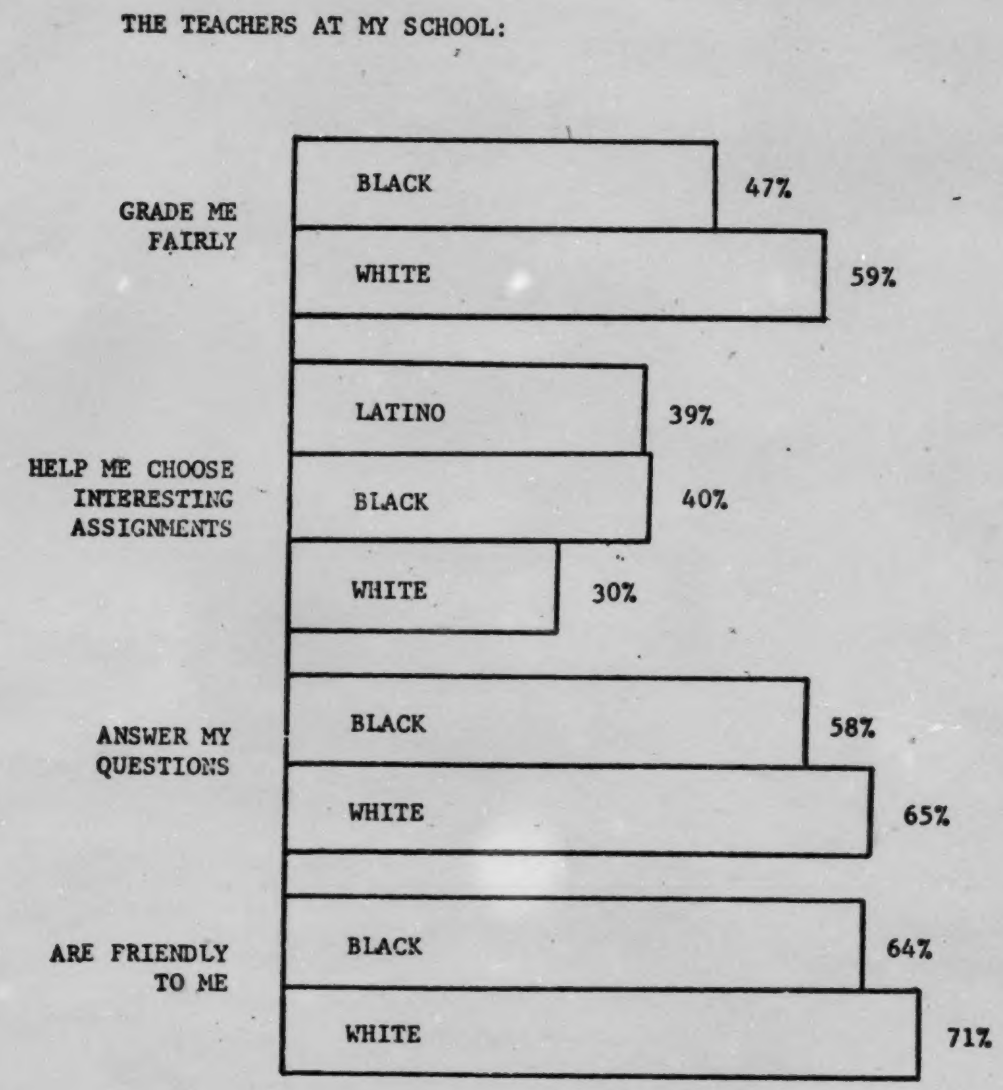
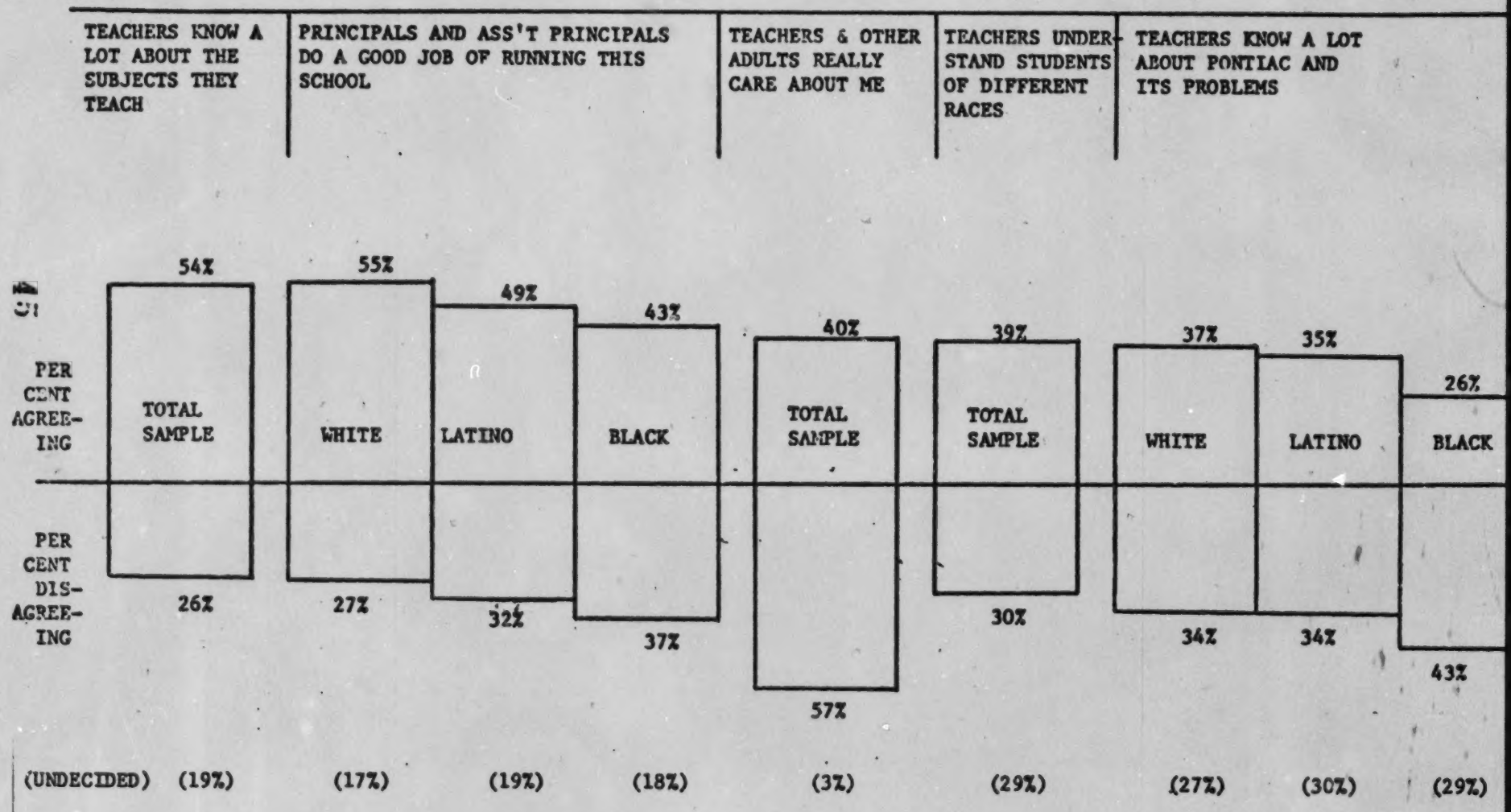


FIGURE 7 : STUDENTS RATE SCHOOL STAFF



General School Climate and Atmosphere

Fifty-nine per cent of the students (with very slight differences between subgroups) agreed that they were "usually happy" at their respective schools. About 40 per cent disagreed.

Substantially fewer students were willing to concede that they liked attending the particular school in which they were enrolled. Forty-eight per cent of the white, 45 per cent of the black, and 50 per cent of the Latino students agreed with the statement "I like going to this school."

White student responses to the statement "I can express my feelings in most of my classes" are evenly divided; 49 per cent agree and 51 per cent disagree. Agreement among black students is somewhat greater at 54 per cent and significantly greater among Latinos (63%).

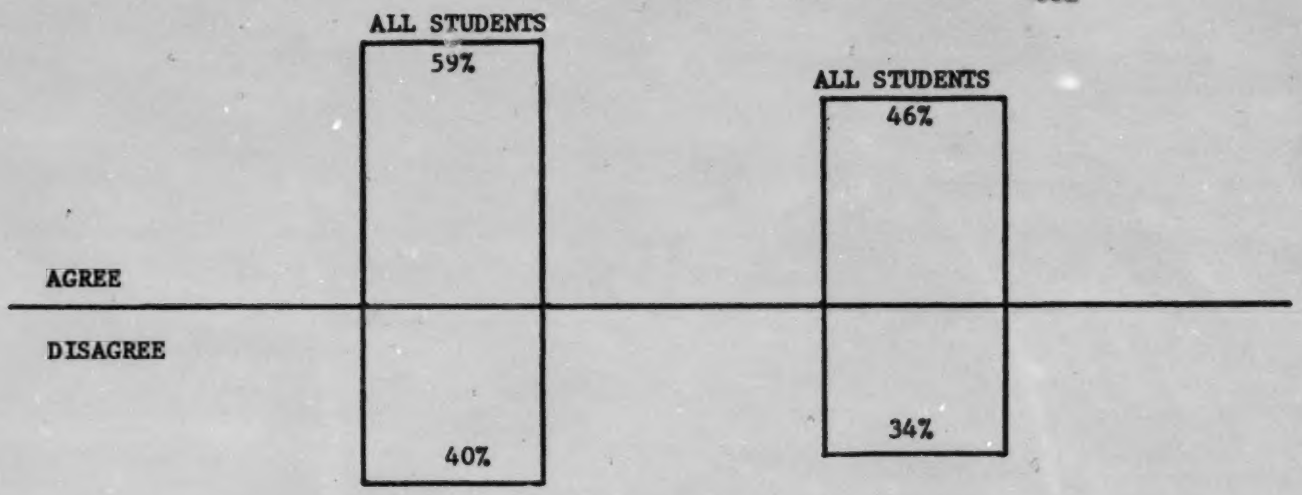
About 40 per cent of the sample maintain that students have some influence in determining how their school is run. Differences between subgroups are non-significant.

One half of the students surveyed agreed that there is time during the school day to meet with friends.

The results of this study indicated that many Pontiac junior and senior high students do not feel entirely safe and secure in their schools. This feeling of insecurity is more predominant among white students than among blacks and Latinos, although minority students, too, express fear in substantial numbers.

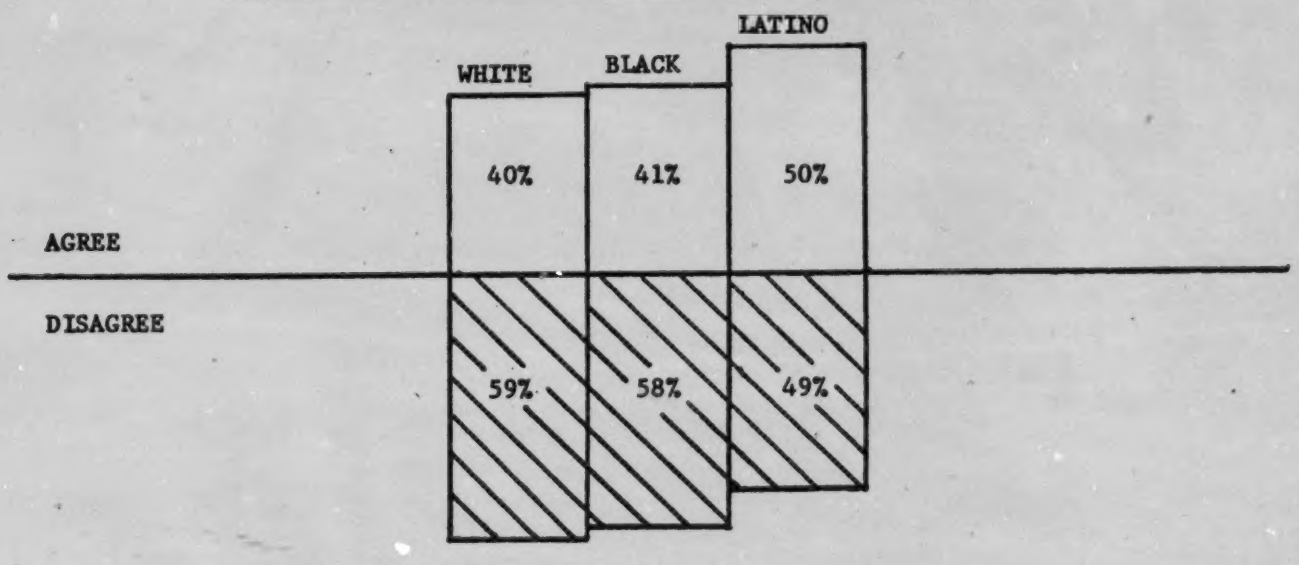
FIGURE 8; SCHOOL CLIMATE

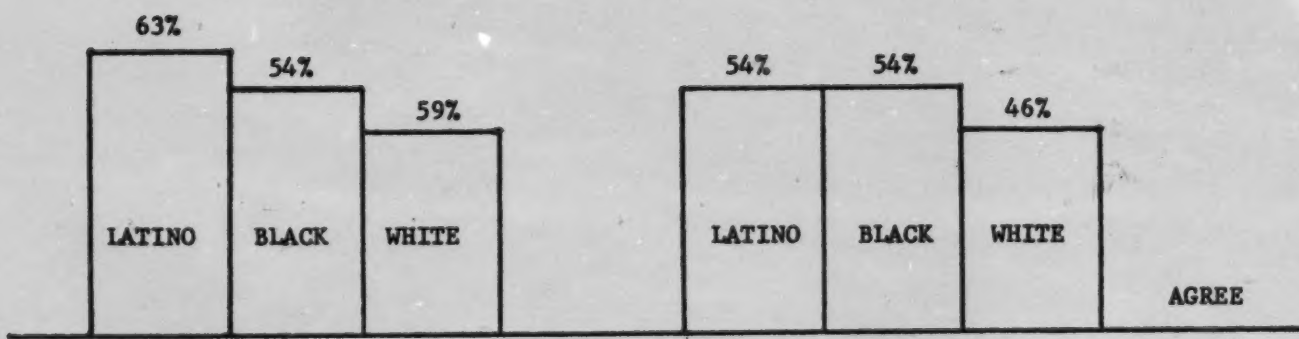
I AM USUALLY HAPPY AT THIS SCHOOL.



I LIKE GOING TO THIS SCHOOL

STUDENTS HAVE A VOICE IN DECIDING HOW THIS SCHOOL IS RUN





I CAN EXPRESS MY FEELINGS IN MOST OF MY CLASSES

THERE IS TIME IN THE SCHOOL DAY TO MEET WITH MY FRIENDS.

Forty-two per cent of all students agreed with the statement"I feel safe from physical harm at this school." Black and Latino students reported stronger levels of agreement: 47 per cent and 56 per cent, respectively. Among white students, however, the rate of agreement drops to 36 per cent.

Table 6: RESPONSES TO QUESTIONS REGARDING STUDENTS' SENSE OF BEING SAFE AT SCHOOL

		TOTAL	WHITE		BLACK		LATINO	
"I feel safe from physical harm at this school."	AGREE	42%	36%	*	47%	***	56%	**
	DISAGREE	56	62		51		43	
	DON'T KNOW	2	2		2		1	
"I am sometimes afraid of other students at this school.	AGREE	39	51	*	25		30	**
	DISAGREE	60	48		74		69	
	DON'T KNOW	1	1		1		1	
In general, the students at my school treat each other fairly and kindly.	AGREE	41	41		42		39	
	DISAGREE	36	39		34		31	
	DON'T KNOW	21	18		22		29	
"I feel safe going to and from this school."	AGREE	62	65	*	59		63	
	DISAGREE	26	25		26		26	
	DON'T KNOW	11	9		14		12	

Sixty-two per cent of the sample reported that they feel safe in going to and from school. Black , white , and Latino responses to this question did not vary significantly.

Apparently some of the anxiety expressed by students about their well-being at school is attributable to a fear of other students. Twenty-five per cent of the black students and 30 per cent of the Latino students agreed that they were "sometimes afraid of other students" at school. Fully one-half of the white subgroup said that other students sometimes frightened them. Further, only 41 per cent of the total sample agreed with the statement "In general, the students at my school treat each other fairly and kindly."

School Rules

Most (63%) of the students involved in this study claim that they obey the rules established in their school building. At the same time, only 42 per cent consider the rules governing student conduct as fair. Sixty-seven per cent of the white, 61 per cent of the black, and 64 per cent of the Latino students agreed with the statement "I obey the rules of the school." Fifty per cent of the white students agreed that school rules are fair. Significantly fewer black (34%) and Latino students (39%) judged school rules as "fair."

Little variance exists among black, white, and Latino students in their judgments of how other students behave at school. Of the total sample, only 22 per cent agreed that students in their schools "are well-behaved." Fifty-four per cent disagreed with the statement and 23 per cent were undecided or gave no response.

Forty-four per cent of all students felt that students who broke the school rules were punished fairly for their transgressions. Thirty-four per cent disagreed that this was the case. Black, white, and Latino responses do not vary substantially on this question. Similar levels of agreement occurred for all subgroups on a related item "If I got caught breaking the rules at this school, I know I would get a second chance."

TABLE 7 : RESPONSES TO ITEMS RELATED TO SCHOOL RULES

		TOTAL (1956)	WHITE (952)		BLACK (642)		LATINO (153)	
The rules for students are fair.	AGREE	42%	50%	*	34%		39%	**
	DISAGREE	56	49		65		59	
	DON'T KNOW/ UNDECIDED	2	1		2		1	
I obey the rules of the school.	AGREE	63	67	*	61		64	
	DISAGREE	19	18		20		17	
	DON'T KNOW/ UNDECIDED	15	14		16		18	
The students in this school are well-behaved.	AGREE	22	23		22		23	
	DISAGREE	54	57		54		55	
	DON'T KNOW/ UNDECIDED	22	20		24		22	
If I got caught breaking the rules at this school, I know I would get a second chance.	AGREE	40	40		36		43	
	DISAGREE	38	35		41		39	
	DON'T KNOW/ UNDECIDED	23	25		22		18	
Students who are caught breaking the rules are punished fairly.	AGREE	44	45		41	***	53	
	DISAGREE	34	32		38		29	
	DON'T KNOW/ UNDECIDED	22	22		21		19	

VERBATIM RESPONSES* TO THE QUESTION "IF YOU HAD THE POWER TO CHANGE ONE RULE AT YOUR SCHOOL, WHICH RULE WOULD YOU CHANGE AND HOW WOULD YOU CHANGE IT?"

I know I would not get the power to do that.

Each student should be allowed to come and go to school when he wants. Schools should be open all year, a student should be required to attend his 180 days.

The rule of sending letters home to parents every 5 days a student is absent. I'd talk to the kid first, don't get him in trouble unless grades go down. If you can skip & get good grades, good.

Let 10th grade class have more say so in activities.

I would let the students have more freedom. I bet they would have lesser problems.

All of them.

I would change and have lunch hour and have 15 minutes between each class.

I would have a lunch period because I can't think correctly without eating.

Skipping. I think there should be a certain day for Senior, Junior and Sophomore to have a special day for their own good.

About getting kicked out of school for weeks and for the year. Just give you another chance.

Staying after school if you are 1 second to 60 seconds late. Sometimes you can't help it.

The attendance rule. I would not make students check in and out.

The dress code. I think girls should look like young ladies & not tramps.

Treat everyone equal.

I would like it so it wouldn't be so much like a prison.

Teacher has too much damn power in the school. Example - if you curse at a teacher you will get suspended, but not vice versa.

The talking rule. Let students talk all they want.

The rule for coming late to class. If you had a permit from a teacher you shouldn't have to make up time.

To let the kids have a little more control still.

* Responses presented here were selected by systematically skip-sampling all comments to arrive at a representative collection. Original grammar and spelling are preserved.

Change back to 6 hr. day so juniors and seniors would be able to have gym.

Let young men wear their hats.

Put more time in between classes because if you go to your locker your always late.

Ask me to my face and I'll tell you.

Make school free (er) - to go to school make it an enjoyment not a prison!!

The superficial b.s. of everyday teachers.

No gum or candy. You can have gum or candy if you keep it in your mouth and don't be noisy!

Hell, I would get all the teachers and prinsiple out and play.

Gum chewing. I think it helps people sometimes.

Smoking rule. I would have this little room where the student can get in between classes.

The rule to come here.

I would get rid of the hall monitors by firing them or giving them some other job.

I would change the smoking rule. I would have a barrel outside and let people smoke outside and throw there butt in the barrel.

You can't talk back to the teacher - you get sent out or kick out.

I can't change what I don't know about.

No talk. So that people (could) learn more of the people who they go to school with but don't live around them.

Quit locking the johns.

I would let us go on trips.

Open campus.

Stop kicking people out of school when they fight each other. By just letting them fight to the end.

I'd make this school a cool school.

The rule I would change is about the way the teachers treat you. I would fire them immediately.

I will like to change one rule, to wear a coat in the room.

I wish that we never had substitutes.

I would like to cut this kicking out of school. Talking it over with the student.

Not being able to get a pass to leave the room.

The tardiness, about when you get kick-out for so many tardiness to class. I would change by getting all the kids who agree black and white to be tardy for a hole week. I know they can't kick everybody out.

Kicking kids out of school. Because thats not helping the problem of what the person got kick out for. You should talk to them.

No eating in classes because we don't have a lunch period and I be hungry sometimes.

Equal. Things aren't equal, before they said blacks don't have a chance, now whites don't have a chance, if your black your in luck.

If I could change the rule I would change it to go anywhere you want for lunch, than get the mush here.

Being kicked out. Try to talk with the attendence principal. Because they kick you out but if you miss 30 days you fail.

I would change the principal. He is prejudice and I don't like him.

The fighting rule. You should be able to fight in the gym with boxing gloves on.

Buy ice cream everyday.

No paddles.

I would change the rule that states that your citizenship grade is expected by whether or not you do the teacher personal favors. It should not be.

Righting over a 1000 sentences. I would make them come after school for an hour and a half.

Let the kids smoke (even though I don't).

When you miss the bus and walk in late you get a swat or body contact in the cafeteria.

I would go to the principal and say why do you lock us up behind the fence after school - we're not in prison.

That students get oppertunities as teachers and be able to go out for lunch.

I would change the rule for gum because some people get overly nervous.

No swats for any matter because that does no good. Maybe a good talking to or kick her out would be better.

Don't lock us in.

Wouldn't change any.

The right to leave the campus at will.

Let the students dress as they please.

Locked door policy, Leave the door, all doors, unlocked between the hours of 7 a.m. - 5 p.m.

Student Race Relations

A majority (57%) of Pontiac students see relations between blacks, whites, and Latinos as good. However, a substantial minority of 42% disagreed with the statement "Students of all races get along pretty well." Responses from black, white, and Latino students did not vary on this question by more than 4 percentage points.

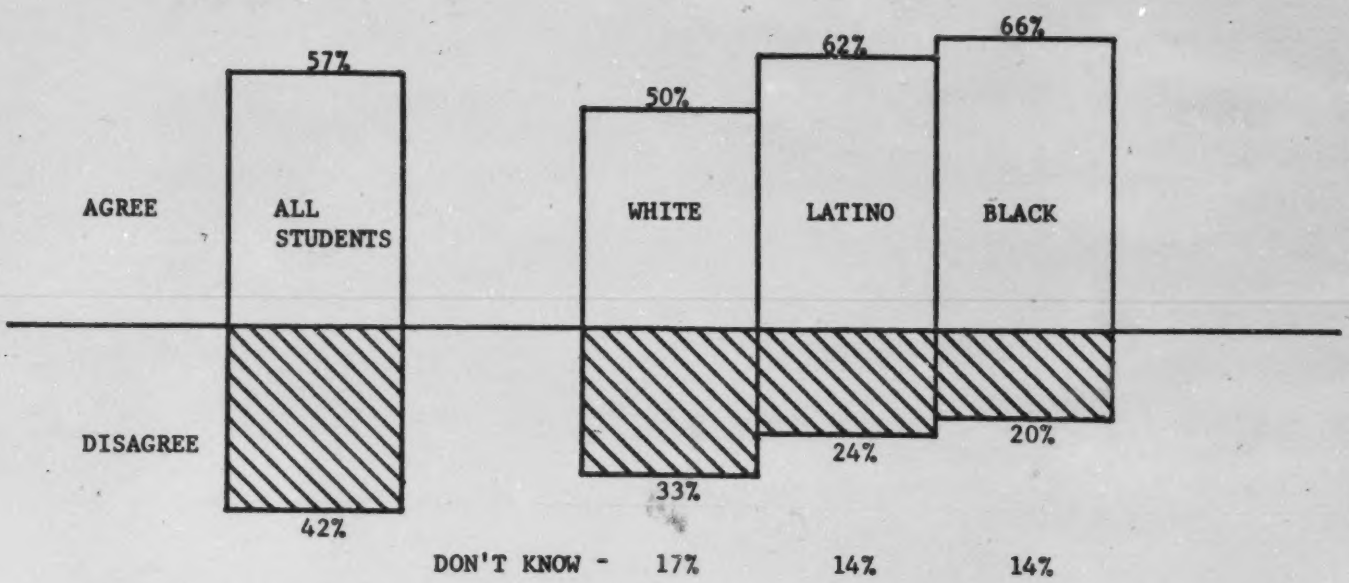
Fifty per cent of the white students, 66% of the black, and 62% of the Latino students are of the opinion that black and white students could get along better if left alone by adults. Significantly more minority students (black and Latino) than white students view adult involvement as a detriment to student interracial relations.

Three out of four students interviewed stated that they have developed interracial friendships. Seventy-three per cent of the white, 75% of the black and 82% of the Latino students claimed that they had friends of a different race than themselves. Additionally, above one-half of the students said that they would like to have more friends of a different race. Minority students in significantly greater numbers than white students indicated a desire for more friends of a different race.

FIGURE 9 STUDENT RACE RELATIONS

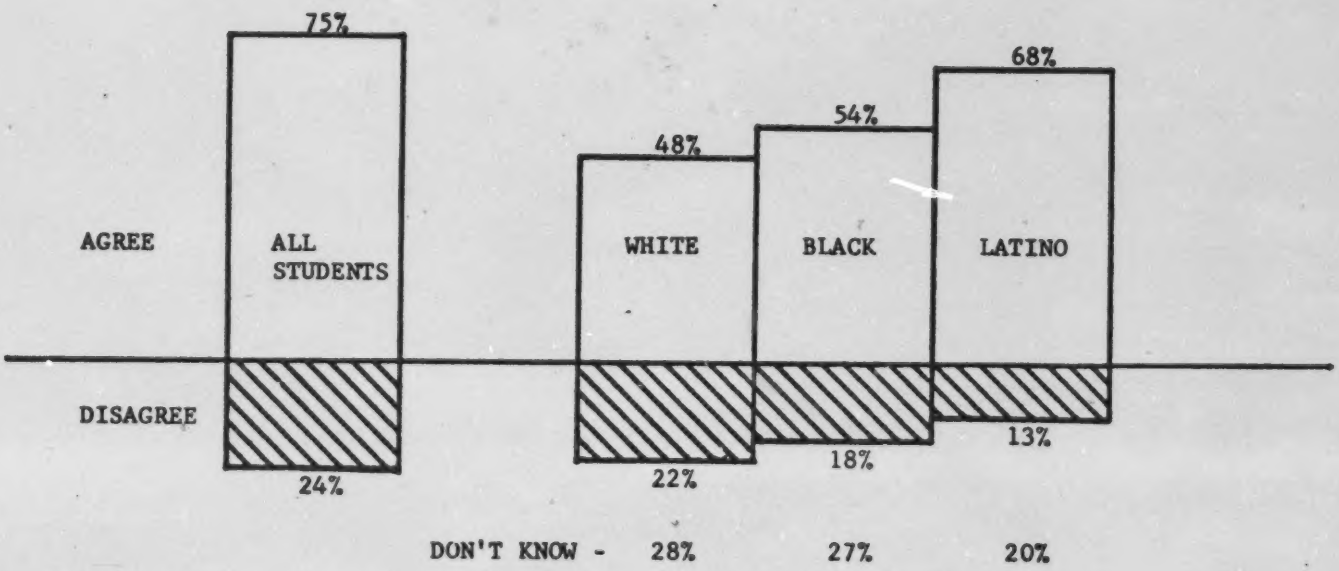
STUDENTS OF ALL RACES GET ALONG PRETTY WELL.

BLACK AND WHITE STUDENTS COULD GET ALONG BETTER IF ADULTS LEFT THEM ALONE.



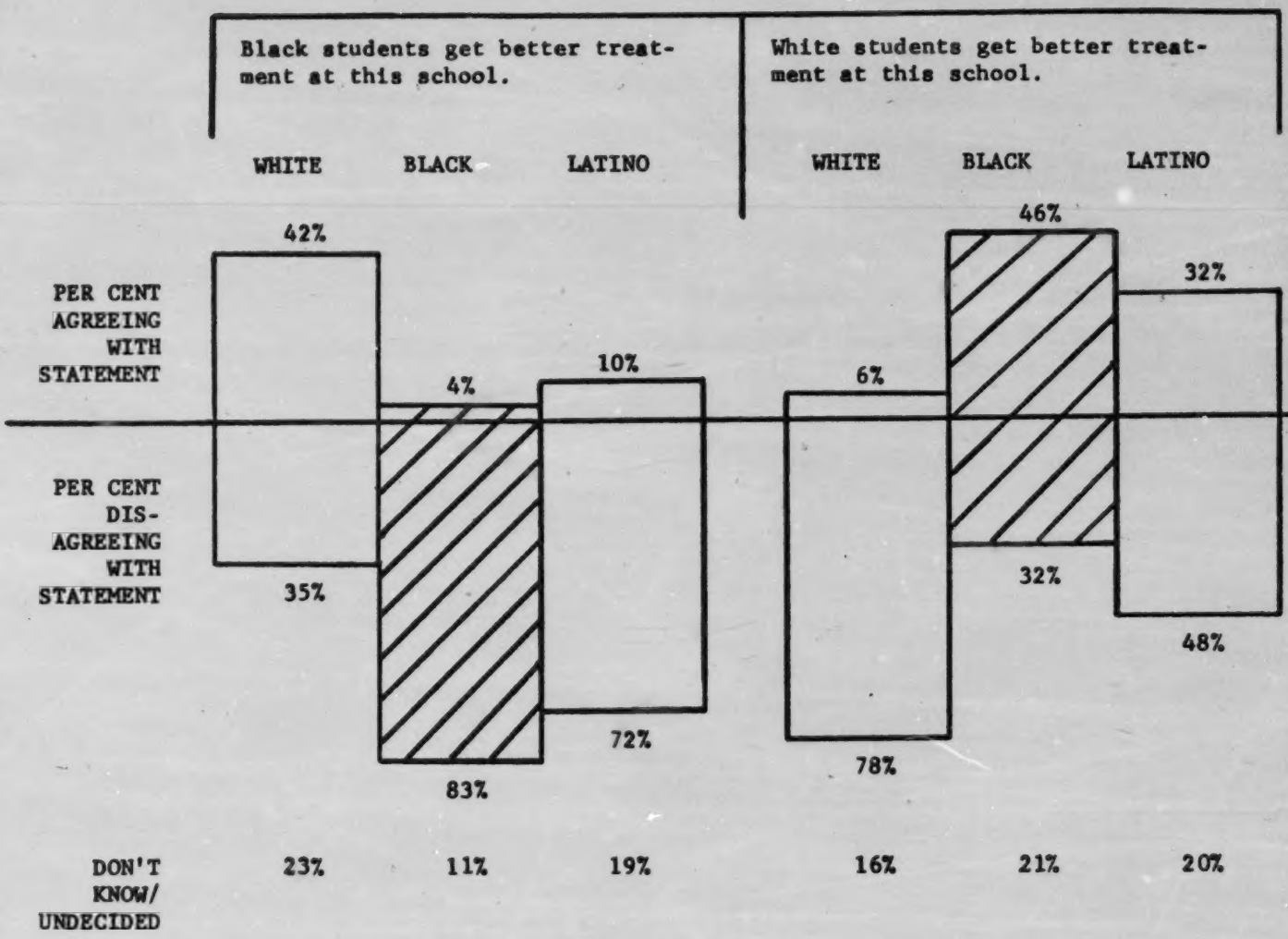
I HAVE A NUMBER OF FRIENDS OF A DIFFERENT RACE THAN ME.

I WOULD LIKE TO HAVE MORE FRIENDS OF A DIFFERENT RACE THAN MYSELF.



Large differences exist between white and minority perceptions of preferential treatment of students on the basis of race.

FIGURE 10: PERCEIVED PREFERENTIAL TREATMENT OF STUDENTS ON THE BASIS OF RACE



White students (42% of them) state that "black students" get better treatment than white students." Black and Latino students (46% and 32%, respectively) state that white students receive better treatment.

ATTITUDES TOWARD INTEGRATED EDUCATION

Almost two-thirds of students interviewed in this study agreed that "black and white students should attend school together." Slightly more than one-half (54%) of the white subgroup supported this notion; while among black and Latino students, support ran higher at 77% and 73%, respectively.

TABLE 8 : RESPONSES TO ITEM "BLACK AND WHITE STUDENTS SHOULD ATTEND SCHOOL TOGETHER"

AGREE	TOTAL	WHITE	BLACK	LATINO
AGREE	64 %	54% *	77%	73% **
DISAGREE	22	30	12	9
DON'T KNOW/NO ANSWER	14	16	10	18
TOTAL	100%	100%	99%	100%

White students opposed to a racially-mixed school setting represent a substantial minority of 30%. Opposition among black and Latino students is significantly smaller.

The results in the table above are corroborated by additional data gathered on another item in the questionnaire. Respondents were given five hypothetical schools whose student bodies varied in racial composition and asked to choose the one they would like to attend. The racial mix of these schools was stipulated as follows:

School A: 100% White or all White
School B: 75% White and 25% Black
School C: 50% White and 50% Black
School D: 25% White and 75% Black
School E: 100% Black or all Black

For purposes of presentation in Table 9 , responses indicating a preference for Schools B, C, and D have been combined and appear as proportions of students favoring an "INTEGRATED SCHOOL."

Again, while above one-half of the white students indicated a preference for attending an integrated school, a large minority of 40 per cent would choose an all white school. Three-fourths of the black and Latino students say they would prefer an integrated school over one which is segregated; however, there are a number of students among both minority groups who would rather attend an all black school.

TABLE 9 : RESPONSES TO THE QUESTION "IF YOU HAD YOUR CHOICE, WHICH OF THE FOLLOWING SCHOOLS WOULD YOU LIKE TO ATTEND?"

	Race of Respondent		
	White	Black	Latino
All White School	40%	1%	4%
Integrated School*	55	76	77
All Black School	1	19	11
Don't Know/No Answer	3	5	9
Total %	99.0%	101.0%	101.0 %

* Integrated School= School B + School C + School D

From the data reported in Tables 8 and 9 , it is clear that significantly more minority students (black and Latino) than majority or white students favor integrated schools. About three-fourths of the minority students prefer integrated schools, whereas only slightly more than one-half of the white students profess the same preference.

APPROVAL/DISAPPROVAL OF THE BUSING PLAN

When asked to think back to two years ago when Pontiac's busing plan was first put into operation, only 10 per cent of the white students said they approved of it then. Three out of every four white students disapproved the

TABLE 10: RESPONSES TO THE ITEM: "THINK BACK TO WHEN THE BUSING PLAN FIRST STARTED TWO YEARS AGO. DID YOU APPROVE OR DISAPPROVE OF THE BUSING PLAN WHEN IT STARTED?"

	Total	White	Black	Latino
Approved	22%	10% *	38% ***	29% **
Disapproved	55	74	35	37
Don't Know	23	16	27	35
Total	100%	100%	100%	100%

busing plan. Black students were almost evenly divided on the issue of busing: 38 per cent were in favor and 35 per cent opposed the plan. Latino students, like black students, were split on this issue; however, somewhat more Latino students (37%) opposed busing than approved it (29%).

Students were also asked about their perceptions of support for busing among their peers, their parents, and their teachers. Twelve per cent of the white subgroup reported that most of the students they know approve the busing plan. Black and Latino students perceived support for busing among students at significantly higher levels: 32 per cent of the blacks and 26 per cent of the Latinos agreed that most of the students they knew approved busing. More than one-third of the respondents in each subgroup indicated that they were not certain about how their peers felt toward busing in Pontiac.

Above 60 per cent of all respondents reported that they did not know how their teachers stood on the busing issue. Twenty-three per cent of the black students and 26 per cent of the Latino students felt that their "teachers mostly approved"

of the busing plan. Only 10 per cent of the white subgroup reported the same perception. Eighteen per cent of white students, 15 per cent of black students and 9 per cent of Latino students perceive their teachers as disapproving.

Above two thirds (68%) of the white students said that their parents disapprove of the busing plan; 18 per cent of the white students felt that their parents

TABLE 11 : STUDENT PERCEPTIONS OF APPROVAL AND DISAPPROVAL OF BUSING AMONG OTHER STUDENTS, PARENTS AND TEACHERS

		Total	White	Black	Latino
Do most students you know approve or disapprove?	Approve	20%	12% *	32%	26% **
	Disapprove	39	52	22	32
	Don't Know	41	36	46	42
Do your parents mostly approve or disapprove?	Approve	26%	14% *	45% ***	35% **
	Disapprove	47	68	21	31
	Don't Know	27	18	34	34
Do your teachers mostly approve or disapprove?	Approve	20%	19%	23%	24%
	Disapprove	16	18	15	9
	Don't Know	63	62	63	67

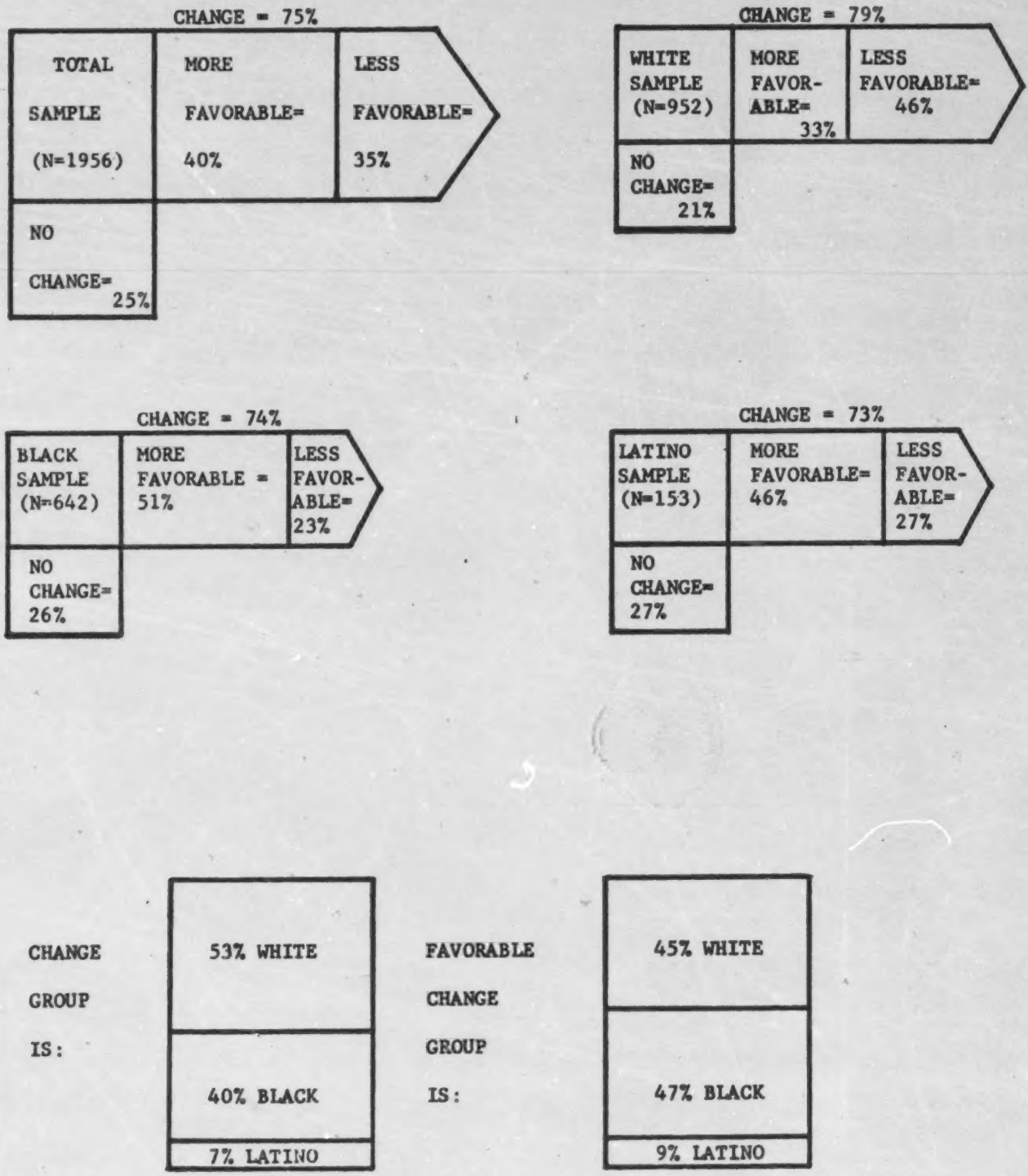
approved. Among black students perception of parental support for busing was substantially higher at 45 per cent. While only 21 per cent of the black subgroup indicated that their parents disapprove of busing, a substantial 34 per cent did not know how their parents felt about the issue. In terms of Latino responses to this question, 35 per cent indicated that their parents approve of busing, 31 per cent said their parents disapprove, and 34 per cent said that they were not aware of how their parents felt.

Modifications in Student Opinions About Busing

After two years of busing and desegregated education, substantial opinion shifts are reported by the students who took part in the survey. Respondents were asked to indicate whether they had become more favorable, less favorable or held the same opinion about the busing plan since its beginning two years ago. Seventy-five per cent (75%) of the total sample indicated that their opinion regarding the busing plan had undergone some modification since the plan was initiated. Similar proportions were reported by white, black, and Latino students. Figure 11 on the following page details the degree and direction of change for total sample and each of the three subgroups.

While similar proportions of black, white, and Latinos indicated a shift in opinion regarding the Pontiac busing plan, significant differences in the direction of change exist between the white and minority subgroups. Among the black subgroup, students who have become more favorable toward busing out-weigh those who have become less favorable by a margin of slightly more than 2 to 1: 51 per cent have become more favorable and 23 per cent less favorable. Responses of the Latino students closely resemble those of the black subgroup. Forty-six per cent (46%) of the Latino change group have become more favorable, whereas 27 per cent indicate a less favorable attitude. Among white students, however, the less favorable change group outnumber the more favorable change group. Forty-six per cent of the white respondents reflect less favorable attitudes toward busing and only 33 per cent report becoming more favorable.

FIGURE 11: RESPONSES TO THE QUESTION "HAVE YOU BECOME MORE FAVORABLE OR LESS FAVORABLE ABOUT THE BUSING PLAN SINCE IT BEGAN?"



Reasons for Opinion Modifications

Respondents who indicated a change in opinion about the busing plan were asked to explain why they had become more or less favorable. A total of 1554 comments or reasons explaining opinion shifts were elicited from the sample. These reasons were coded by type and their frequencies of mention were computed. The coding procedure produced seven distinct categories of reasons: 1) Social, 2) Racial, 3) General, 4) Educational, 5) School, 6) Safety, and 7) Transportation. An eighth category was created for uninterpretable or otherwise uncodeable responses. These data are reported in Table 12.

Of the total 1554 open-ended responses, 823 were favorable toward busing, and 731 were unfavorable. Slightly more than 50 per cent of the favorable responses were categorized as based on social or racial reasons, both in junior and senior high school. However, junior high schoolers were more likely to give social reasons, and high schoolers racial reasons for their increased support of the busing plan.

With the addition of the next largest category of reasons, general favor reasons (19%), it would appear that the bulk of reasons for increased approval represent a general feeling of better student relationships as a result of busing. In other words, about 70 per cent of students now more in favor of busing use such phrases as "new friends," "one happy family," "my friends like it," and "more happy" to describe their reasons.

The only other grouping of reasons which gets substantial mention deals with transportation to and from school. Around 9 per cent of students more in favor cite the convenience, speed or comfort of busing as their reason.

Small percentages, 5 per cent or less, cite improved education, greater satisfaction with present school assignments or increased safety as their reasons. High schoolers (8.7%) are more likely than junior high schoolers (2.5%) to cite improved education as the basis of their approval.

In the reasons given by those students who are now less favorable toward busing than when it began, a different pattern emerges. Around 17 per cent of these students flatly state that they do not like members of other races. Junior high schoolers (20%) are somewhat more likely than high schoolers (14.3%) to give this as a reason.

School assignment reasons and general disfavor reasons (e.g., "just don't like it") have the highest frequencies of mention, 25 per cent and 20 per cent respectively. Along with racial reasons, these form the largest part of expressed reasons for disapproval, around 63 per cent in all.

Eleven per cent of these students cite the inconvenience of busing as their reason for disapproval. This is about the same percentage as cited busing convenience as the reason for their increased approval. Among those 3 per cent who cite educational reasons for their disapproval (e.g., "not learning as much"), again high schoolers (5%) are more likely than junior high schoolers (1.6%) to so respond.

A little less than 10 per cent give safety reasons for their disapproval of busing, (e.g., "fighting," "more trouble."). Even combined with that 6 per cent who give social reasons (e.g., "shoving," "behavior on bus") this represents quite a small proportion of expressed reasons. Safety thus seems to be a fairly minor consideration both in decreasing and increasing approval of desegregation.

Table 12 :

Coded responses to open-ended item: "If you have become more favorable or less favorable about the busing plan, explain why."

A. More Favorable Responses

	Junior High	Senior High	Total
SOCIAL REASONS: "meet new people"; "talk with other people"; "make new friends"	33.7%	17.4%	27.1%
RACIAL REASONS: "early racial awareness"; "live like one happy family"; "make people get along"	19.4	31.4	24.3
GENERAL FAVOR REASONS: "fun"; "more happy"; "because friends like it"; "it works"; "just like it"	20.0	17.4	19.0
EDUCATIONAL REASONS: "better education"; "learning experience"; "equal education"	2.5	8.7	5.0
SCHOOL REASONS: "likes new school"; "likes single grade school"; "better than old school"	3.7	4.2	3.9
SAFETY REASONS: "reduce social tension"; "less trouble"; "less fighting"	3.9	6.3	4.9
TRANSPORTATION REASONS: "easier than walking"; "warm in winter"; "get home faster"	9.8	8.4	9.2
Uncodeable	7.0	6.3	6.7
Total %	100.0%	100.1%	100.1%
N	(489)	(334)	(823)

Table 12 A, continued

B. Less Favorable Responses

	Junior High	Senior High	Total
SOCIAL REASONS: "behavior on bus"; "smoking"; "shoving"; "pushing"	7.4%	4.7%	6.3%
RACIAL REASONS: "fear and dislike of other races"; "don't like people of other races"	20.0	14.3	17.6
GENERAL DISFAVOR REASONS: "no fun"; "boring"; "not working"; "waste of money"; "don't like it"; "just hate it"	20.2	20.6	20.4
EDUCATIONAL REASONS: "not learning as much";	1.6	5.0	3.0
SCHOOL REASONS: "prefer walking"; "neighborhood schools better"; "too far"; "prefer another school"	20.9	30.9	25.0
SAFETY REASONS: "more trouble"; "fighting"; "getting kicked out"	13.0	5.0	9.7
TRANSPORTATION REASONS: "get up too early"; "walking to bus"; "waiting in cold"	11.9	10.0	11.1
Uncodeable	4.9	9.6	6.8
Total %	99.9%	100.1%	99.9%
N	(430)	(301)	(731)

VERBATIM COMMENTS* ABOUT THE DESEGREGATION PLAN

I do not care for busing for integration, the educational system has went down in quality.

It gets the kids in one nation together.

Less favorable because it disintegrates the teaching balence. No one can study under 10 teachers in one year like I did last year.

Because I have a lot of more friends and boyfriends.

Because you don't know what is going to happen to you. You come to school wondering I wonder whats going to happen today.

Well, there hasn't been any bad incidents and I'm glad for that.

Because its hard on a kid to go to school one year, then get bussed to another school the next year.

Well I guess its because theres more kids that are friendly now than before.

Because we were better off like we were. Whites should stay where they are and blacks where they are.

Because I have a better chance of a better education. Many think its wrong. But they have to go to the schools to understand. I wish that millage could have went thru. A lot of people think its because of busing but theyre wrong. Busing is still going on in our community.

Because these white people don't want these colored people riding the bus with their kids. They act like Blacks gone to hurt them or something.

Because I'm used to going to school with all types of people and it makes me feel comfortable.

Since it started there have been riots. Like last year Madison and Eastern into a rock throwing fight.

I like getting away from my house.

Because somebody can get hurt.

* Responses presented here were selected by systematically skip-sampling all comments to arrive at a representative collection. Original grammar and spelling are preserved.

Because if you have to be around another race you should start early. Little kids don't understand the problems, they get brainwashed by adults. Then it's too late. They've only learned the bad side of the other races.

If you go back into history, you will see that we (America) are doing as the communists in other countries did. They take the children away from their homes & parents can't decide for their children. A gov't. take-over.

More favorable. I agree it has given some kids a better chance of having a profitable education but it will not stop racial problems.

Because kids should go to their own schools, not 20-30 miles from home.

Before the busing plan started some people had too far to go to get to school.

People are still segregated, only now extremists clash, and not verbally either.

Because if you want your children to learn to like and live with white people the busing is about the only way they can find out how it really is. But the only thing about it is that I don't like to think of my smaller sisters being way across town.

People might blow up the bus.

Because I realized that the kids over here are no different than over there.

Because we can't have the things we had before. Because the kids tear it up.

I understand now people are people whatever color they are. All races have some bad people. Just because you're black or white doesn't make you perfect.

Two years ago I didn't have any friends of a different race, but now I don't want any because I can't stand them.

I get to all the different junior highs (public) to learn the same subjects but taught in different manner or ways.

Because the whites have their way.

I got a lot of different race friends and I have fun!

Because you have to get up so early and go as fast as you can.

At first I didn't think it was right making a child go to school not in his district but its working and no one's come up with a better idea.

I would do better in an all-black schoo..

Because the people ride on the bus are black and white and we all ride the same bus and have a nicer understanding than other white people do. Dig!!!

The money used on buses and drivers leaves none for athletics.

Cause you get to meet more people. When you brought the blacks and whites together they found out what prejudice is.

I hate niggers.

Because you talk to your friend on the bus and do your homework on it, too.

I hate honkies.

I like because I am meeting new friends and learning more than when I was going to Wilson. I was not learning anything and when busing start I was learning a lot.

Effects of The Busing Plan

In responding to a series of attitudinal statements about the effects of busing in Pontiac, white students as a group are generally pessimistic while black and Latino students tend to be optimistic.

Fifty-two per cent of the white subgroup feel that busing will lead to more frequent physical violence between whites and blacks. Thirty-four per cent of the black group hold the same opinion and 51 per cent disagree.

Fifty-six per cent of the black students see busing as a means of increasing understanding among students of different races. White students are evenly divided on this matter: 40 per cent agree and 43 per cent disagree.

One-third of the white students believe that busing will hurt their chances for a good education. Only 14 per cent of the black students concur. Similarly, 41 per cent of the white students think standards of education will be lowered because of busing; whereas only 14 per cent of the black subgroup agree that this is the case.

One-half of the black subgroup see busing as enhancing their chances for a good education. One-fifth of the white students see their chances improved.

Black students (59%) agree that busing will "help people get an equal chance in life." More white students (46%) disagree than agree (39%).

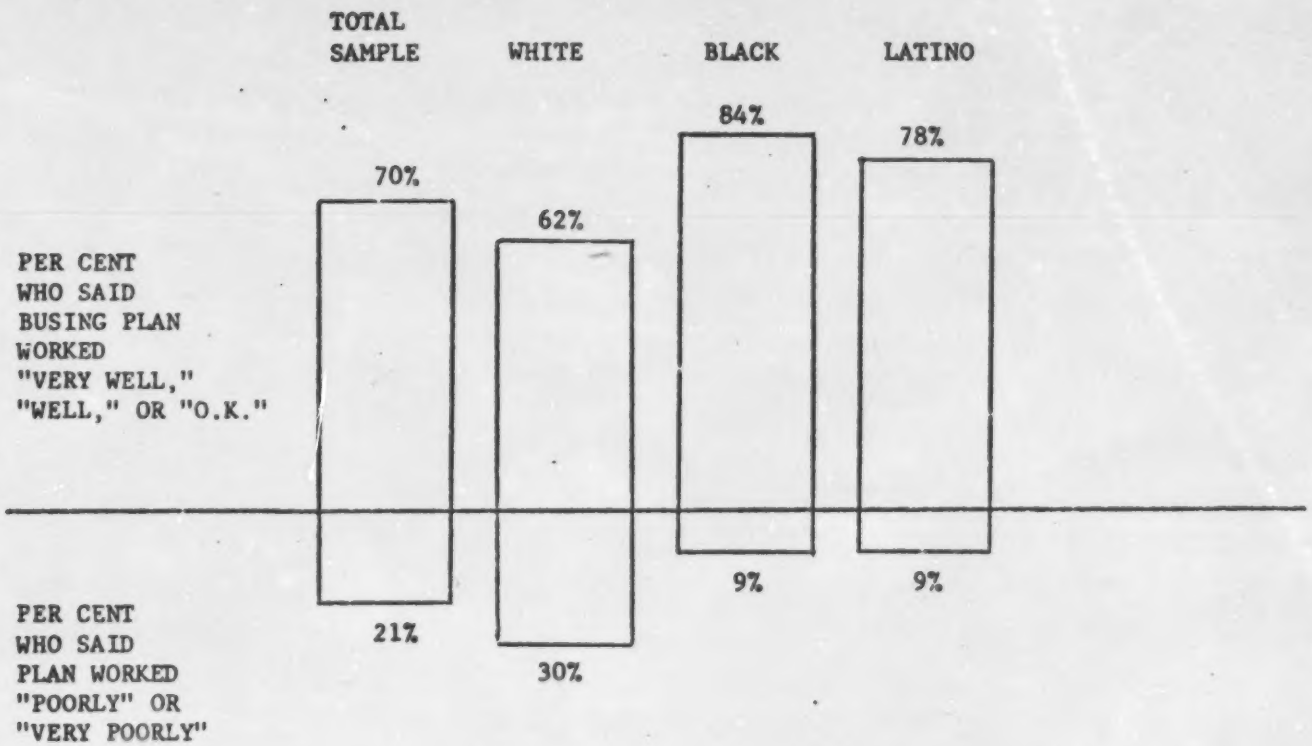
Black students are divided on whether or not Pontiac will be a better community as the result of busing; 39 per cent agree and 36 per cent disagree. Above 60 per cent of the white students disagree that busing will improve Pontiac. Only a small percentage of any group believe busing will lessen group power of either blacks or whites.

TABLE 14: PERCEIVED EFFECTS OF BUSING

		All	White		Black	Latino	
The busing plan will:							
Provide a better education for all students.	AGREE	30%	18%	*	46%	39%	**
	DISAGREE	50	68		31	35	
	DON'T KNOW	20	14		22	26	
Cause more fights between black and white students.	AGREE	44	52	*	34	35	**
	DISAGREE	39	33		51	39	
	DON'T KNOW	18	16		15	25	
Make Pontiac a better community.	AGREE	28	19	*	39	42	**
	DISAGREE	50	63		36	35	
	DON'T KNOW	23	18		26	23	
Hurt my chances for a good education.	AGREE	25	33	*	14	16	**
	DISAGREE	56	48		70	64	
	DON'T KNOW	19	19		16	20	
Lower standards of education.	AGREE	29	41	*	14	17	**
	DISAGREE	49	40		63	60	
	DON'T KNOW	22	19		22	23	
Make blacks less powerful as a group.	AGREE	15	15		14	16	
	DISAGREE	60	58		68	57	
	DON'T KNOW	25	27		17	27	
Help my chances for a good education.	AGREE	34	21	*	53	45	**
	DISAGREE	42	58		25	26	
	DON'T KNOW	24	21		22	29	
Increase understanding between black and white students.	AGREE	46	40	*	56	59	**
	DISAGREE	34	43		24	20	
	DON'T KNOW	20	16		20	21	
Help people get an equal chance in life.	AGREE	46	39	*	59	54	**
	DISAGREE	34	46		22	25	
	DON'T KNOW	19	16		19	20	
Make whites less powerful as a group.	AGREE	23	22		24	24	
	DISAGREE	50	53		49	50	
	DON'T KNOW	27	25		27	26	

Even though some students expressed pessimistic views regarding the effects of busing, a majority of the sample felt that the busing plan had worked satisfactorily during its second year of operation. Seventy per cent of all students in the study said that the plan had worked "Very Well," "Well," or "O.K." during the 1972-73 school year. Sixty-two per cent of the white students

FIGURE 12 : RESPONSES TO THE ITEM: "HOW WELL DO YOU THINK THE BUSING PLAN HAS WORKED IN PONTIAC SCHOOLS THIS YEAR?"



("DON'T KNOW" RESPONSES ARE OMITTED)

saw busing as working acceptably. Black and Latino students are significantly more positive in their evaluations of the busing plan: 84 per cent of the blacks and 78 per cent of the Latinos agreed that busing had worked "Very Well," "Well" or "O.K."

Riding the Bus

TABLE 15: IF YOU RIDE THE BUS TO SCHOOL..... DO YOU LIKE OR DISLIKE TAKING THE BUS?

	TOTAL	WHITE	BLACK	LATINO
LIKE	55	42 *	68	66 **
DISLIKE	45	58	31	34

VERBATIM RESPONSES* TO THE QUESTION ""WHY DO YOU LIKE OR DISLIKE TAKING THE BUS?"

Too crowded! Can hardly breathe! Busing is awful. Just think, 20 miles to ride to school when you live right across the street from a different one. People are getting dumber, not smarter.

Cause I extremely dislike the idea of where it is taking me.

Like, because I don't have no one to take me to school in the morning.

I don't have any trouble while riding the bus. Its not a matter of like or dislike, I have to ride it to get to school.

I like to walk to school and the driver drives roughly.

Like it better than walking 2 miles in the winter or anytime.

You have a sense of freedom. You can talk and joke and it's a ride home.

Because it gets me home and thats' all I'm interested in Dig.

It's just a lot of trouble and because almost everyone swears and I don't care to hear swearing and being around people who smoke.

Like taking the bus because of my bus driver, she's lot of fun and I have fun.

Dislike, because who knows what might happen to you.

Talk to kids what you are doing tonight.

A lot of kids skriming. None of my good friends are on the bus.

I like riding a bus because my friends ride my bus and I can talk to them.

Dislike - it takes too much out of the day.

* Responses presented here were selected by systematically skip-sampling all comments to arrive at a representative collection. Original grammar and spelling are preserved.

Everything you do you get into trouble for, and you're late getting home.

I hate people and the damn bus driver.

We have fun talking together and I have a better education.

Dislike - Because the bus driver is crazy and she keeps yelling.

Because pretty girls ride it.

Because you catch the bus, you leave your Mother at home worried about you getting to school, if you are in the first grade.

I don't like taking a bus because you get up early and walk to school, then take a bus clear across town.

The bus is too loud and the bus drivers think they own you.

I enjoy the ride, new sights, different people.

Sometimes we want to be alone in the morning to think - you wish you had missed the bus half the time.

Because its long and people smoke on it and I get sick!

Because when I take the bus home from school, students throw rocks and bricks at the bus.

Dislike the getting beat up all the time.

Because our bus is too full and the people that are on the bus are disorganized. They smoke pot and weed sometimes.

Well, I take the bus because I have to and its alright.

Beats walking.

Have to go too far away from home.

Oh, its alright, I guess, if you like to ride with lots of noise and plenty of pushing and shoving.

I like taking the bus because I know my way around Pontiac now.

Half the time it leaves too early or sometimes late.

Because I like my bus driver. He is friendly.

I can get home faster than running home.

Because that's where most fights start. There's a lot of profanity and obscene things said and done.

I like riding the bus to school because in the winter it is too bad out there to walk. And it is better to ride and maybe you can stay out of trouble.

I hate sitting with another boy, we should get to set with a girl friend.

Because our bus driver makes us sit where she wants us to. We told her we would be quiet but she said no - sit where I tell you or I will give you a referral.

It takes too long, never comes at the same time. Always has reckless drivers.

All you get when you ride the bus is a headache. Most bus drivers bitch at you all the way to school even if all you do is sit on the seat and don't move.

Like - because the kids on my bus get along very well with each other.

Because I think it is more convenience than having your mother get up every morning and it is just fun with all the kids.

You can talk with all of your friends and discuss the teachers.

I'm not really flipped over riding it, but it doesn't bother me.

You have a chance to talk to your girl friend and/or boy friend, you can sit by them, too.

Too many people use threats and the bus is too crowded.

Because sometimes our bus driver don't even come, and if we are late she is gone.

Our bus driver cannot handle the kids.

Because you can get to school faster than walking, that's why I like this bus.

Like, because I feel safer than walking in this crazy world.

I dislike it because people talk about you.

COMPARISON WITH OTHER STUDIES

In this section, the results of this survey are compared with the findings of other similar and contemporary studies. Comparable items from the 1971-72 Pontiac student attitude survey, the Coleman and Bryant studies, and other surveys are presented and discussed below.

Some Comparisons with the 1971-72 Pontiac Student Attitude Study

The items reported here are some of those used in the 1971-72 secondary school survey (grades 7-8-9) and repeated this year. Some of the items were selected for comparison because of significantly different responses from black and white students. Others were selected because responses showed students to be very critical of some aspects of their school life.

With two exceptions, items were identical in both surveys. The two items, those dealing with obedience to rules and getting a second chance, were changed from an "agree-disagree" response mode in 1972, to the 5 point scale "strongly agree-strongly disagree" in the current survey. For purposes of comparison with last year's results, "agree" and "strongly agree" responses to these items were combined. All "don't know" and "disagree" responses are omitted from the 1972 and 1973 results.

The numbers of students responding are as follows:

Grades 7-8-9 1971-72	Number	% of total*	Grades 7-8-9 1972-73	Number	% of identified total**
WHITE (incl. Latino)	1506	61%	WHITE	541	53%
			LATINO	100	9%
BLACK	930	38%	BLACK	362	36%
Total	2436	99%	Total	1003	98%

* All percents rounded

** The 1973 sample had in addition 145 "other" students, 12% of the total junior high school sample of 1148.

NOTE: Adjustments have been made in these comparisons to reflect procedural differences in the two surveys.

The 1972 survey results were broken on black and white subgroups only. No further racial or ethnic identification was recorded. The 1973 results were further broken for Latino students and "others."

In order to compare results as accurately as possible, we have combined the white and Latino student responses for 1971-72 into, in effect, a non-black response. The combined result is reported as the white student response throughout this section. This group constitutes 63% of the identified total sample, about the same as last year's 61% of the total sample which was classified as white. 1973 responses of "others" are not used in this section.

Statistically significant differences between years are: for the total sample, 4% or more; for white students, 5% or more; for black students, 6% or more. All significant differences are referred to in the text which follows, or are marked with double asterisks in the histograms comparing 1972 and 1973 results for black and white subgroups (page 76).

Results

For the total sample, responses to items which indicate a significant upturn in school-related attitudes are:

	Per cent of Total Sample Agreeing 1971-72	1972-73	Change
I can express my feelings in most of my classes	42%	51%	+9%
There is time in the school day to meet with my friends	51	58	+7
Students have a voice in deciding how this school is run	42	49	+7

Responses to items indicating a significant downturn in attitudes are:

	1971-72	1972-73	Change
I obey the rules of the school	83%	61%	-22%
If I got caught breaking the rules at this school, I know I would get a second chance	48	40	-8
Students of all races get along pretty well	64	56	-8
I am usually happy at this school	65	59	-6
I feel safe from physical harm at this school	47	41	-6

Responses indicating, in effect, no change in attitudes (changes below significance level) are:

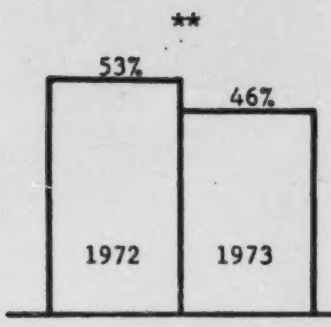
	1971-72	1972-73	Change
The rules for students are fair	45%	42%	-3%
I have a number of friends of a different race than me	74	77	+3
At school, teachers and other adults really care about me	43	44	+1

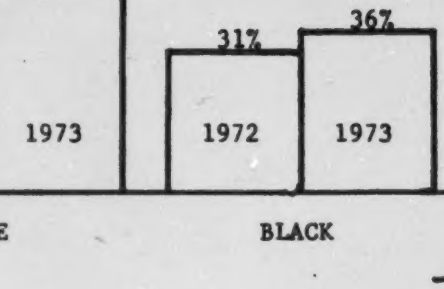
Clearly, the change of greatest magnitude is in student reportage of their own observance of school rules. This downturn is distributed fairly evenly among subgroups.

Differences in response between black and white students, or for black or white students between years, are portrayed graphically beginning on the following page.

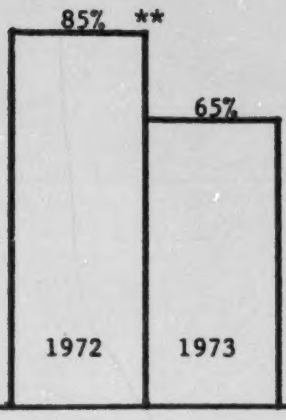
SCHOOL RULES

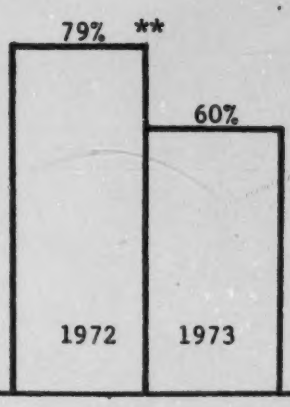
The rules for students are fair.



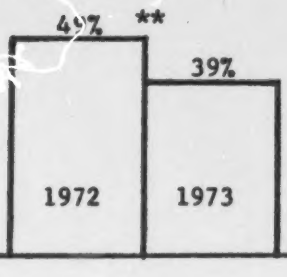


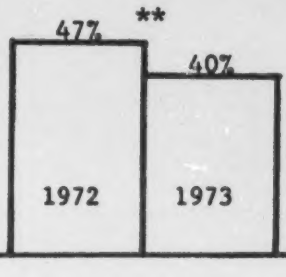
I obey the rules of the school.[1]





If I got caught breaking the rules at this school, I know I would get a second chance.

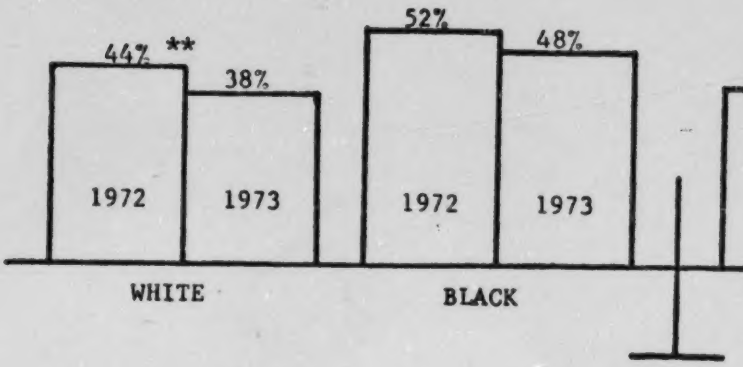




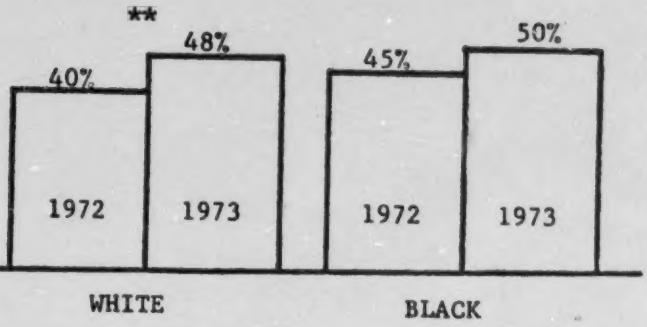
[1] 1972 item "I follow the school rules most of the time."

SCHOOL CLIMATE

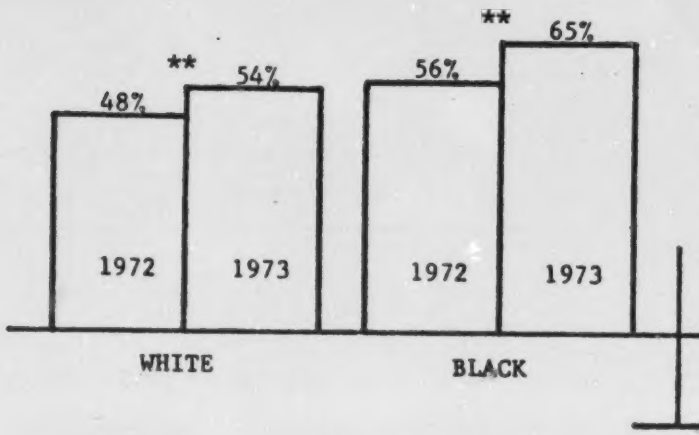
I feel safe from physical harm at this school.



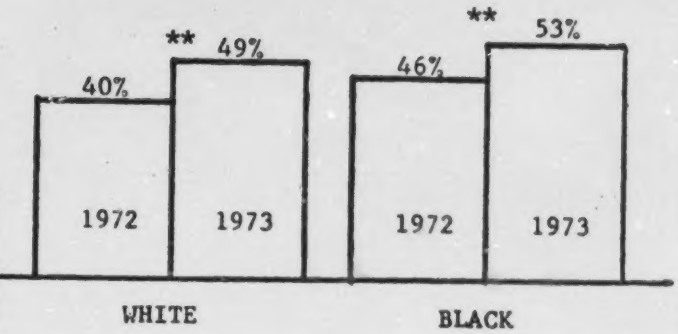
Students have a voice in deciding how this school is run.



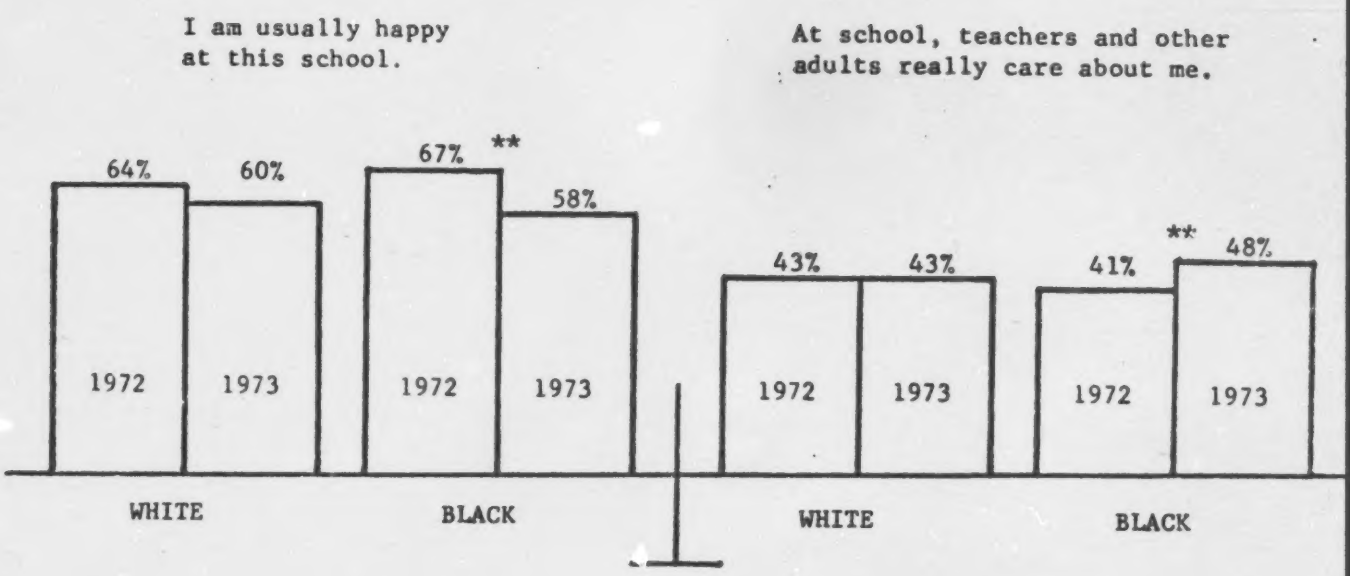
There is time in the school day to meet with my friends.



I can express my feelings in most of my classes.



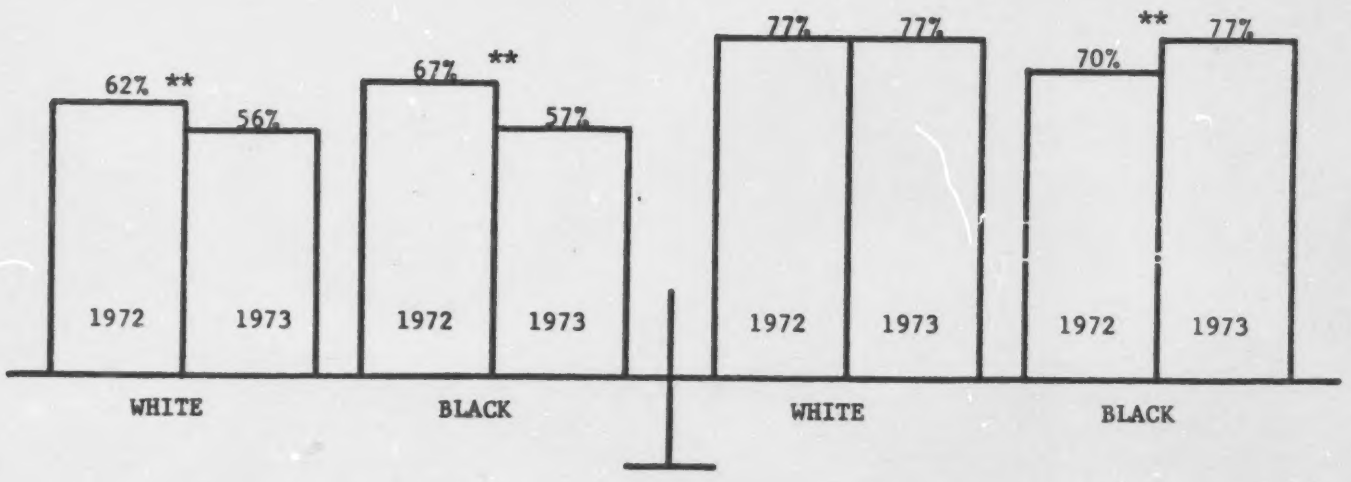
SCHOOL CLIMATE



INTERRACIAL RELATIONSHIPS

Students of all races get along pretty well.

I have a number of friends of a different race than me.



As the graphs indicate, the direction of change is the same for black and white students on all but three of the items. The exceptions are "At school, teachers and other adults really care about me" and "I have a number of friends of a different race than me." In both of these, black student responses showed a significant upward trend and white responses stayed the same. The remaining item drew responses going in opposite directions for black and white students, but which brought the results closer together. White student judgment of school rules as fair declined by 7 percentage points and black increased by 5 points, thus considerably reducing the difference between black and white response proportions found in 1972 on this item.

Generally the trend seems to be toward reduction of difference between black and white student responses this year. Also the degree of change in both upward and downward directions is approximately the same for black and white subgroups, although response trends among black students appear to be slightly more positive than among whites.

In sum, on comparable items reported here direction and degree of change are similar for black and white, and differences between them are reduced in this second year of desegregation.

Some Comparisons with the 1966 Coleman Report

The Coleman Report[1] of 1966 pointed to students' sense of control over their environment as a correlate of academic achievement. In the high school ages, among minority group and, presumably, less affluent youths generally, including white,[2] this sense of control accounted for more variance in achievement than any other factor measured in the study, including family background, self-concept and interest in school.

> For children from advantaged groups, achievement or lack of it appears closely related to their self-concept: what they believe about themselves. For children from disadvantaged groups, achievement or lack of achievement appears closely related to what they believe about their environment: whether they believe the environment will respond to reasonable efforts, or whether they believe it is instead merely random or imovable. In different words, it appears that children from advantaged groups assume that the environment will respond if they are able enough to affect it; children from disadvantaged groups do not make this assumption, but in many cases assume that nothing they will do can affect the environment--it will give benefits or withhold them but not as a consequence of their own action.[3]

The Report emphasizes that this is not necessarily a simple cause and effect relationship, but may highlight part of a dynamic process which needs to be better understood.

This study incorporates the three items used in the Coleman study to measure student sense of control of environment.

The Coleman study sampled 100,000 high school seniors nationwide and grouped responses into categories by region, community type and race/ethnicity of respondents. In the comparisons with Pontiac responses which follow, the Coleman samples are those categorized as midwest metropolitan black and midwest metropolitan white seniors.

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1 James S. Coleman, et al, Equality of Educational Opportunity (Washington, D.C.: U. S. Government Printing Office, 1966.)
2 Ibid. p. 320
3 Ibid. p. 320-21

Pontiac responses shown are those of 110 white seniors and 70 black seniors. The Latino subgroup in the 12th grade is very small and is not reported here.

#1 "Everytime I try to get ahead, something or somebody stops me."

	TOTAL		WHITE		BLACK	
	Pontiac	Coleman	Pontiac	Coleman	Pontiac	Coleman
AGREE	41%	16%	37%	15%	50%	23%
DISAGREE	51	59	51	62	50	47
DON'T KNOW/ NO ANSWER	7	20/5	10	22/2	-	22/8

#2 "Good luck is more important than hard work for success."

	TOTAL		WHITE		BLACK	
	Pontiac	Coleman	Pontiac	Coleman	Pontiac	Coleman
AGREE	13%	6%	11%	4%	17%	9%
DISAGREE	79	82	85	89	72	73
DON'T KNOW/ NO ANSWER	7	7/5	3	6/2	10	11/7

#3 "People like me don't have much of a chance to be successful in life."

	TOTAL		WHITE		BLACK	
	Pontiac	Coleman	Pontiac	Coleman	Pontiac	Coleman
AGREE	13%	7%	12%	6%	14%	13%
DISAGREE	79	74	77	80	80	62
DON'T KNOW/ NO ANSWER	7	13/6	9	12/2	5	16/10

Pontiac student responses indicating lack of sense of control are, with one exception, two to two and one-half times as high as those in the Coleman sample for both black and white students. The single exception, the black student response to Item 3, might have been anticipated, given the growth of the black movement since 1965 when data were gathered for the Coleman study.

Although the percentages of Pontiac students who agree with Items 2 and 3 (both 13%) are higher than those from the national sample (6% and 7%), they nevertheless constitute a small segment of student opinion. However, one-half of black seniors and well over one-third of white students agree they are stopped by "something or somebody" when they try to get ahead.

The overall implications of these results, along with other results of this report's section on "Perceptions of Self Determination,' are that most students believe opportunities exist for their group and expect hard work to be rewarded with success, but a large proportion indicate frustration in their own ambitions as they finish high school. It should be noted that these responses reflect attitudes only of those students who are finishing high school, as the survey was done shortly before graduation.

Some Comparisons With An Ohio Survey, "High School Students Look At Their World."[1]

A number of items from a 1970 Ohio student opinion survey were selected to form a basis of comparison for some Pontiac responses. The Ohio study sampled opinions and attitudes among 10th, 11th and 12th graders of that state. Schools sampled were urban, suburban and rural, black, white and mixed, and represented a wide range of income and achievement levels.

For these three reasons, then--broadness of sample, proximity to Michigan, and contemporaneity--it was believed the Ohio study would be a good frame of reference for some local student attitudes.

In the discussion of comparable items which follows, the starred item, with page reference, is from the Ohio study. If the wording of any item was changed for use in Pontiac, the item is reproduced here.

Pontiac responses shown are those of 10th, 11th and 12th graders only.

1) * (p.86) "A high school education is worth all the time and effort it requires."

Ohio: 80.8% agree
Pontiac: 67% agree

2) * (p.86) "The more education a person has, the better he is able to enjoy life."

Ohio: 54.3% of total agree
64.5% of black students agree

Pontiac: "Education helps people to live a happier life."

Pontiac: 49% of total agree
43% of black students agree
(54% of white students and 40% of Latino students agree.)

3) * (p.86) "School is of little help in meeting the problems of real life that students face every day--that students will face when they get out of school."

Ohio: 40% agree.

Pontiac: "Schools teach young people about the problems of everyday life."

Pontiac: 59% disagree. (reverse coding)

1 High School Students Look At Their World: Issues, Government, School, Family, Future, by Barbara Everitt Bryant, Market Opinion Research, 1970.

4) * (p.79 and p.171) "Teachers Care."

Ohio: 63.5% agree
47% of black students agree.

Pontiac: "At school, teachers and other adults really care about me."

Pontiac: 34% agree
35% of black students agree.

(35% of white students and 26% of Latino students agree.)

5) * (p. 77) "Our school administration knows how to run an efficient happy school."

Ohio: 44.7% agree
37.8% of students at mixed schools agree.

Pontiac: "Our principal and assistant principal do a good job of running this school."

Pontiac: 46% agree
31% disagree

(53% of white students, 37% of black students and 36% of Latino students agree.)

6) * (p.80) "Do you feel students should or should not take part in curriculum planning?"

Ohio: 90% agree.

Pontiac: "Students should take part in planning how their schools are run."

Pontiac: 89% agree.

(The Ohio study refers to this as an important finding and cites a recent Harris study as drawing a 97% "agree" response and a Detroit study as drawing an 83.5% "agree" response on similar items (pp.169-70).

7) * (p.30) "In general, do you think the federal government in Washington, D.C., does a good or bad job of representing the views and desires of the people?"

Ohio: 59% say "good job"
39% say "bad job"
50% of black students say "bad job"

Pontiac: "The government in Washington does a good job of carrying out the wishes of the American people."

Pontiac: 13% agree (good job)
69% disagree (bad job)

	Agree	Disagree
White	16%	64%
Black	8%	76%
Latino	13%	68%

8) * (p.33) "The government ought to guarantee a living to those who cannot find work."

Ohio: 33% agree (p.33 "only one-third of those in other subgroups agree")
53.8 of Central-city black students agree

Pontiac: "The government should provide jobs for those who cannot find work."

Pontiac: 75% agree
14% disagree

(66% of white students, 88% of black students and 79% of Latino students agree)

And a related item, (Pontiac only) "Poor people and people who cannot work should receive help from the government."

Pontiac: 78% agree
11% disagree

(66% of white students, 94% of black students and 91% of Latino students agree)

9) * (p.112) "Any person with ability and willingness to work hard has a good chance of being successful in this country."

Ohio: 79.7% agree
16.0% disagree

Pontiac: "Any person willing to work hard has a good chance of being successful today."

Pontiac: 71% agree
21% disagree

	Agree	Disagree
White	73%	20%
Black	69%	24%
Latino	64%	21%

10) * (p.113) "Success in this country depends more on luck than on real ability."

Ohio: 12.6% agree
31% of Central city black students agree
75.3% disagree

Pontiac: "Good luck is more important than hard work for success."

Pontiac: 11% agree
81% disagree

	Agree	Disagree
White	8%	86%
Black	16%	76%
Latino	13%	75%

(The Ohio study cites a 1970 Gallup poll of college students in which 9% believed luck counted and 88% believed ability counted more (p.113).

11) * (p.71) "I make most of the decisions about my life."

Ohio: 73.1% agree
Pontiac 72% agree

(75% of white students, 69% of black students and 64% of Latino students agree)

12) * (p.36) "Do you think measures should or should not be taken to provide racial balance within public school systems?"

Ohio: 55.8% say "should"
54.8% of white students agree
69.4% of black students agree

Pontiac: "Black and white students should attend school together."

Pontiac: 73% agree

(65% of white students, 85% of black students and 79% of Latino students agree)

NOTE: Ohio results of the following four items (13 through 16) were kindly supplied by Dr. Bryant, author of the study.

13) Ohio: "Education is of no help in getting a job today."

Ohio:	Total	White	Black
Agree	7%	6%	15%
Disagree	88	90	77
Undecided/ Don't Know	5	4	8

Pontiac: "A high school education if of no help in getting a job today."

Agree	18%	15%	19%
Disagree	73	77	71
Don't Know	9	8	10

14) Ohio: "A person can learn more by working four years than by going to high school."

Ohio:	Total	White	Black
Agree	13%	13%	18%
Disagree	63	64	57
Undecided/ Don't Know	24	23	26

Pontiac: "A person can learn more by working for three years than by going to high school."

Agree	21	21%	20
Disagree	55	56	56
Don't Know	24	23	24

15) Ohio: "Our schools encourage an individual to think for themself."

Ohio:	Total	White	Black
Agree	56%	56%	58%
Disagree	23	23	24
Undecided/ Don't Know	21	21	18

Pontiac: Our schools teach a student to think for himself."

Agree	41%	41%	44%
Disagree	44	45	42
Don't Know	15	14	15

16) Ohio: "Students know more about life than the teachers do."

Ohio:	Total	White	Black
Agree	20%	19%	37%
Disagree	77	79	60
Don't Know	3	2	3

Pontiac:			
Agree	18%	16%	19%
Disagree	46	50	41
Don't Know	36	34	40

Some Comparisons with Other Surveys

Campbell - Levitan

Some items, particularly those dealing with civil rights attitudes, are compared here with broad adult samples for a better understanding of where Pontiac students stand.

Campbell[1] discusses results of his 15-city survey of 5400 white adults done in 1968, and of sequential election surveys done in 1964, 1968 and 1970 of representative national samples (black and white) by the Survey Research Center, University of Michigan. Blue Collar Workers,[2] edited by Levitan, includes a chapter by Hamilton which discusses the implications of national surveys by the National Opinion Research Center in 1963 and 1968, and of the same 1968 election survey referred to by Campbell.

Page references to one of these studies are included in the following comparisons. All references to Pontiac responses are for the total sample of 1956 students, unless subgroups are specified.

1) On Genetic Inferiority:

Results of twenty-five years of studies (Campbell, p.14) indicate that the proportion of whites who believe in inherent racial inferiority is steadily growing smaller. The 1968 N.O.R.C. study (Levitan, p. 138) found that 80 per cent of their white sample believed the native intelligence of blacks and whites is the same.

Eighty-nine per cent of white Pontiac students do not believe skin color and intelligence are related and only 7 per cent disagree.

---

1 Angus Campbell, White Attitudes Toward Black People, Institute for Social Research, Univ. of Michigan, Aug, 1971.

2 Sar A. Levitan, ed., Blue Collar Workers: A Symposium on Middle America, McGraw-Hill, 1971. Chapter entitled "Black Demands, White Reactions, and Liberal Alarms" by Richard Hamilton.

2) On Open Housing:

From S.R.C. national samples, (Campbell, p. 133), the following results were obtained:

(A) "Negroes have a right to live wherever they can afford to."

	White			Black		
	1964	1968	1970	1964	1968	1970
Agree	53%	65%	67%	89%	96%	97%

Pontiac: "Black people should have the right to live in any neighborhood they choose."

	White	Black
Agree	62%	95%
Disagree	27%	3%

(B) "White people have a right to keep Negroes out."

	White			Black		
	1964	1968	1970	1964	1968	1970
Agree	29%	24%	21%	2%	1%	2%

Pontiac: "White people should have the right to keep black people from moving into their neighborhoods."

	White	Black
Agree	30%	6%
Disagree	59%	92%

3) On Effectiveness of Civil Rights Movement:

In 1970, the No.O.R.C. survey (Campbell, p.137) indicated that 87% of white and 86% of black respondents thought the civil rights movement had improved the position of blacks some or a lot.

Pontiac: Among white students, 56 per cent, and among black, 59 per cent agree the civil rights movement is making it easier for black and Latin-American people to go to college and get good jobs. The rate of disagreement is low, around 10 per cent, and one-third don't know.

4) On Jobs:

The 15-city study of white attitudes in 1968 (Campbell, p. 26) included this item on jobs: "Some people say that if there are not enough jobs for everyone who wants one, the government should somehow provide the extra jobs needed. Others say the government should not do this. What is your opinion?"

White Adults

Should	Should Not	No Answer
59%	37%	4%

Pontiac: "The government should provide jobs for those who cannot find work."

White Students

Agree	Disagree	Don't Know
68%	19%	12%

5) On Perceived Approval for Desegregation:

Both the Levitan and Campbell books cite numerous examples to support their conclusion that both whites and blacks greatly overestimate segregationist attitudes of whites in their area. A typical example: Among non-South whites in the 1968 N.O.R.C. study (Levitan, p. 150), only 8-13 per cent favored strict segregation of the races but 41-47 per cent thought all or most of the people in their area favored strict segregation.

While no precise comparison can be made of Pontiac student attitudes, some parallels can be drawn which strongly indicate the same pattern here (over-estimation of segregationist attitudes). For instance, 54 per cent of white students think black and white students should attend school together, but only 12 per cent believe other students approve the busing plan. Another example: seventy per cent of all students think the busing plan has worked satisfactorily, well, or very well this year, but only 20 per cent of the total believe that most of their classmates approve the plan.

A U. S. Civil Rights Commission analysis[1] of a national survey on busing conducted by Opinion Research Center in December, 1972, concludes that people best informed about busing are also those most supportive of it, and those least informed, or misinformed, are least supportive. The report notes that the public is not generally familiar with long-established research results or even factual information (e.g., legal decisions).

The report cites the following two examples:

1. Research evidence is consistent in showing that white student scores stay the same or sometimes make significant gains following desegregation. Despite that, here is how the representative national sample (white and black) responded to the statement, "White students' test scores have fallen sharply in desegregated schools."

N=2006	True	False	No Opinion
	27%	35%	38%

2. Supreme court decisions specifically exclude desegregation plans which might impinge on the educational process or cause educational damage. Despite that, here is how the same sample responded to, "The Supreme Court has ordered busing in spite of evidence that it would harm a child's ability to learn."

True	False	No Opinion
41%	31%	28%

Although, again, no precise comparisons can be made with student responses, the pessimism expressed about the effects of busing on the education of white students

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1 U. S. Commission on Civil Rights, Public Knowledge and Busing Opposition: An Interpretation of a New National Survey, Wash., D. C.,March, 1973.

particularly, indicates a similar pattern in Pontiac. Thirty-three per cent of Pontiac white students believe their chances for a good education will be hurt by desegregation and 41 per cent believe standards of education will be lowered.

The Commission's report concludes that more accurate information concerning costs and educational impact and, sometimes, lack of any real alternative to busing, would increase public support.

The following items compare the responses of the representative national sample in December, 1972, with the responses of Pontiac students who have been personally involved in desegregation for nearly two years, in April, 1973.

Civil Rights Commission: "As a national objective, do you favor or oppose racially integrated schools, that is, schools attended by both blacks and whites together?"

N=2006	Favor	Oppose	No Opinion
	67%	22%	11%

Pontiac: "Black and white students should attend school together."

N=1956	Agree	Disagree	Don't Know
	64%	22%	14%

Pre-desegregation Pontiac Attitude Items

Among the very limited pre-desegregation data available, the following two items were used in a guidance department survey of most ninth and twelfth graders in May, 1971, one (school) month before the busing plan went into effect.

1) "Do students at your school treat each other fairly and kindly?"

May 1971:	Always	Frequently	Occasionally	Seldom	Never
	5%	23%	37%	25%	10%

April 1973:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	7%	34%	21%	21%	15%

2) "Do you feel that most of your teachers are interested in you?

	Yes	No	Don't know
May 1971:	31%	48%	20%

"At school, teachers and other adults really care about me."

	Agree	Disagree	Don't Know
April, 1973:	40%	57%	3%

The second time these questions were asked of students, many more black and white students were together in classrooms and probably students were in contact with more teachers of a different race. The general similarity between years of the responses dealing with student relationships and perceptions of teacher interest should serve as a reminder that some effects and attitudes in schools predate or may not be related to desegregation.

APPENDIX A

A = Agree
D = Disagree
DK = Don't Know/Not Sure /No Answer

		TOTAL SAMPLE			
		All	White	Black	Latino
1. A high school education is of no help in getting a job today	A	20	16	22	24
	D	71	77	68	65
	DK	9	7	10	11
2. A high school education is worth all the time and trouble it takes.	A	71	71	71	77
	D	18	18	19	13
	DK	11	11	10	10
3. Our Schools teach a student to think for himself.	A	50	47	53	54
	D	34	37	31	31
	DK	16	16	16	15
4. Schools teach young people about the problems of everyday life.	A	39	36	42	48
	D	49	52	47	37
	DK	12	12	11	16
5. A college education should be free of cost and open to anyone who wants it.	A	64	58	71	72
	D	25	32	18	20
	DK	11	10	11	8
6. Black and white students could get along better together if adults left them alone.	A	57	50	66	62
	D	27	33	20	24
	DK	16	17	14	14
7. Education helps people to live a happier life.	A	56	57	53	56
	D	28	27	30	27
	DK	17	16	17	17
8. Students should take part in planning how their schools are run.	A	86	87	86	84
	D	8	8	7	7
	DK	7	5	7	9
9. A person's skin color has nothing to do with his intelligence.	A	90	89	93	96
	D	7	7	5	6
	DK	4	4	2	1
10. Students know more about life than teachers do.	A	17	16	18	16
	D	51	54	48	52
	DK	31	29	34	31
11. A high school education should prepare a person for a job.	A	85	87	87	83
	D	7	7	6	11
	DK	7	6	7	6

		TOTAL SAMPLE			
		All	White	Black	Latino
12. I make most of the decisions about my life.	A	64	67	63	57
	D	28	25	30	33
	DK	8	8	7	10
13. A person can learn more by working for three years than by going to high school.	A	20	20	18	19
	D	59	58	60	63
	DK	21	21	22	18
14. Most people end up doing the same kind of work their parents did.	A	33	25	42	42
	D	52	59	44	43
	DK	15	16	14	15
15. Helping other people to get a better deal in life is important to me.	A	64	63	64	61
	D	21	22	20	23
	DK	15	15	16	16
16. Everytime I try to get ahead, something or somebody stops me.	A	47	43	52	48
	D	43	45	41	44
	DK	10	12	7	8
17. Black and white students should attend school together.	A	64	54	77	73
	D	22	30	12	9
	DK	14	16	10	18
18. The government should provide jobs for those who cannot find work.	A	76	68	87	80
	D	14	19	7	11
	DK	10	12	7	9
19. Good luck is more important than hard work for success.	A	13	9	18	14
	D	76	84	70	67
	DK	11	8	13	19
20. Poor people and people who cannot work should receive help from the government.	A	82	75	93	93
	D	9	12	4	5
	DK	9	13	3	2
21. People with money seem to get most of the breaks today.	A	72	70	74	78
	D	19	22	16	14
	DK	9	8	10	8

		TOTAL SAMPLE			
		All	White	Black	Latino
22. Any person willing to work hard has a good chance of being successful today.	A	74	76	72	73
	D	17	17	18	18
	DK	8	7	9	10
23. The way to cut down on crime is for the police to get tougher.	A	34	36	29	32
	D	52	50	57	50
	DK	14	14	14	18
24. Wages should be made more equal for everybody who works.	A	57	52	64	63
	D	29	36	20	18
	DK	14	12	15	19
25. The government in Washington does a good job of carrying out the wishes of the American people.	A	17	19	12	19
	D	62	60	67	58
	DK	22	21	22	24
26. The women's liberation movement is making it easier for women to get better jobs and higher pay.	A	53	55	51	48
	D	23	22	23	22
	DK	24	23	25	29
27. Black people should have the right to live in any neighborhood they choose.	A	76	62	95	89
	D	17	27	3	7
	DK	7	11	2	5
28. People like me don't have much of a chance to be successful in life.	A	17	14	16	17
	D	72	75	74	67
	DK	11	11	10	16
29. White people should have the right to keep black people from moving into their neighborhoods.	A	19	30	6	7
	D	73	59	92	90
	DK	8	11	2	3
30. The civil rights movement is making it easier for black and Latin-American people to go to college and to get good jobs.	A	57	56	59	60
	D	11	9	12	14
	DK	32	35	29	25
31. America would be a better country if all neighborhoods were racially mixed.	A	35	21	52	52
	D	38	53	21	17
	DK	27	26	27	31

A = Agree
D = Disagree
NA = No Answer

TOTAL SAMPLE

		All	White	Black	Latino
1. The rules for students are fair.	A	42	50	34	39
	D	56	49	65	59
	NA	2	1	2	1
2. Students have a voice in deciding how this school is run.	A	41	40	41	50
	D	58	59	58	49
	NA	1	1	1	1
3. Students of all races get along pretty well.	A	57	58	57	54
	D	42	41	41	45
	NA	1	1	2	1
4. I can express my feelings in most of my classes.	A	51	49	54	63
	D	48	51	45	37
	NA	1	1	1	-
5. I am sometimes afraid of other students at this school.	A	39	51	25	30
	D	60	48	74	69
	NA	1	1	1	1
6. At school, teachers and other adults really care about me.	A	40	38	42	45
	D	57	59	55	52
	NA	3	3	3	3
7. I feel safe from physical harm at this school.	A	42	36	47	56
	D	56	62	51	43
	NA	2	2	2	1
8. There is time in the school day to meet with my friends.	A	50	46	54	54
	D	49	53	45	45
	NA	1	1	1	1
9. I am usually happy at this school.	A	59	60	58	61
	D	40	39	40	39
	NA	2	1	2	-
10. I have a number of friends of a different race than me.	A	75	73	75	82
	D	24	25	24	18
	NA	1	1	1	-

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
NA = No Answer

		TOTAL SAMPLE			
		All	White	Black	Latino
1. I would like to have more friends of a different race than myself.	SA	22	19	24	31
	A	30	29	30	37
	U	27	28	27	20
	D	11	13	11	8
	SD	8	9	7	5
	NA	1	1	1	-
2. If I got caught breaking the rules at this school, I know I would get a second chance.	SA	12	10	12	18
	A	28	30	24	25
	U	22	25	21	18
	D	17	17	17	16
	SD	21	18	24	23
	NA	1	-	1	-
3. Our principal and assistant principals do a good job of running this school.	SA	21	23	18	27
	A	29	32	25	22
	U	18	17	18	19
	D	13	11	15	14
	SD	19	16	22	18
	NA	1	1	2	-
4. I obey the rules of the school.	SA	24	27	21	25
	A	39	40	40	39
	U	15	14	16	18
	D	13	12	14	12
	SD	6	6	6	5
	NA	2	1	2	1
5. Black students get better treatment at this school than white students.	SA	17	28	2	5
	A	9	14	2	5
	U	18	23	11	19
	D	22	21	23	27
	SD	33	14	60	45
	NA	1	1	2	-
6. Students who are caught breaking the rules are punished fairly.	SA	15	14	15	18
	A	29	31	26	35
	U	21	21	19	19
	D	15	15	16	13
	SD	19	17	22	16
	NA	1	1	2	-

TOTAL SAMPLE

		All	White	Black	Latino
7. I feel safe going to and from this school.	SA	22	23	21	22
	A	40	42	38	41
	U	11	9	14	12
	D	15	13	16	17
	SD	11	12	10	9
	NA	1	1	1	-
8. In general, the students in my school treat each other fairly and kindly.	SA	7	6	8	12
	A	34	35	34	27
	U	21	18	22	29
	D	21	23	20	19
	SD	15	16	14	12
	NA	1	1	1	1
9. Teachers at this school know a lot about the subjects they teach.	SA	18	17	19	20
	A	36	39	33	37
	U	19	19	17	19
	D	15	14	15	19
	SD	11	9	14	5
	NA	2	2	2	1
10. Teachers at this school know a lot about Pontiac and its problems.	SA	8	9	7	13
	A	24	28	19	22
	U	28	27	29	30
	D	23	21	24	22
	SD	15	13	19	12
	NA	2	2	1	-
11. White students get better treatment at this school than black students.	SA	12	2	28	16
	A	10	4	18	16
	U	18	16	21	20
	D	29	37	18	27
	SD	29	41	14	21
	NA	1	1	1	1
12. The students in this school are well-behaved.	SA	4	3	5	8
	A	18	20	17	15
	U	22	20	24	22
	D	30	32	30	31
	SD	24	25	24	24
	NA	1	1	1	1

TOTAL SAMPLE

		All	White	Black	Latino
13. My teachers understand students of different races.	SA	10	8	11	15
	A	29	33	26	24
	U	29	30	29	27
	D	17	16	18	16
	SD	13	12	14	16
	NA	2	1	2	2
14. I like going to this school.	SA	16	17	15	22
	A	30	31	30	28
	U	19	18	20	19
	D	12	10	12	13
	SD	22	23	20	17
	NA	1	1	2	1
15. The teachers at my school:					
a. Are interesting to listen to.	SA	9	8	10	11
	A	32	33	32	32
	U	19	19	17	23
	D	24	26	23	22
	SD	14	14	16	12
	NA	2	1	2	-
b. Are friendly to me.	SA	17	17	17	19
	A	50	54	47	48
	U	16	14	17	18
	D	9	9	10	8
	SD	6	5	7	7
	NA	2	1	2	1
c. Answer my questions.	SA	13	13	13	18
	A	48	52	45	43
	U	15	14	13	17
	D	14	14	15	10
	SD	8	7	10	10
	NA	3	1	3	2

TOTAL SAMPLE

		All	White	Black	Latino
d. Help me choose assignments which are interesting to me.	SA	9	7	11	12
	A	25	23	29	27
	U	18	19	14	22
	D	29	31	27	23
	SD	18	19	18	15
	NA	2	1	1	-
e. Are willing to listen to my ideas.	SA	11	10	12	14
	A	39	41	39	36
	U	20	20	19	22
	D	17	17	18	15
	SD	10	10	10	12
	NA	2	2	2	1
f. Teach me how to get along in the world.	SA	8	7	10	12
	A	21	22	21	21
	U	23	24	20	28
	D	30	31	29	27
	SD	16	15	18	11
	NA	2	1	2	-
g. Explain clearly so I understand.	SA	12	10	14	19
	A	36	37	36	32
	U	17	17	13	22
	D	21	21	20	17
	SD	13	13	14	10
	NA	2	1	2	-
h. Enjoy their jobs.	SA	14	11	16	16
	A	32	34	30	35
	U	35	37	33	33
	D	10	10	12	10
	SD	7	7	7	6
	NA	2	1	2	1
i. Grade me fairly.	SA	15	16	14	16
	A	38	43	33	37
	U	15	14	15	18
	D	14	14	16	13
	SD	16	12	21	14
	NA	2	1	1	1

TOTAL SAMPLE

			All	White	Black	Latino
1.	How well do you think the busing plan has worked in the Pontiac schools this year?	Very Well	14	9	21	18
		Well	14	12	18	16
		O.K.	42	41	45	44
		Poorly	9	12	4	5
		Very Poorly	12	18	5	4
		DK	9	8	7	13
2.	If you ride the bus to school					
	Do you like or dislike taking the bus	Like	55	42	68	66
		Dislike	45	58	31	34
3.	Do most of the students you know approve or disapprove of the busing plan?	App.	20	12	32	26
		Disapp.	39	52	22	32
		DK	41	36	46	42
4.	Do your parents mostly approve or disapprove of the busing plan?	App.	26	14	45	35
		Disapp.	47	68	21	31
		DK	27	18	34	34
5.	Do you think your teachers mostly approve or disapprove of the busing plan?	App.	20	19	23	24
		Disapp.	16	18	15	9
		DK	63	62	63	67
6.	Did you approve or disapprove of the busing plan when it started, two years ago?	App.	22	10	38	29
		Disapp.	55	74	35	37
		DK	23	16	27	35
7.	Have you become more favorable or less favorable about the busing plan since it began?	More fav.	40	33	51	46
		Less fav.	35	46	23	27
		Same	25	21	26	27
8.	Which school would you like to attend?	100% White	22	40	1	4
		75% white 25% black	15	24	3	8
		50% white 50% black	42	31	57	59
		25% white 75% black	6	-	16	10
		100% Black	8	1	19	11
		DK	6	3	5	8

A = Agree
D = Disagree
DK = Don't Know/Not Sure/No Answer

TOTAL SAMPLE

		All	White	Black	Latino
9. The busing plan will:					
a. Provide a better education for all students.	A	30	18	46	39
	D	50	68	31	35
	DK	20	14	22	26
b. Cause more fights between black and white students.	A	44	52	34	35
	D	39	33	51	39
	DK	18	16	15	25
c. Make Pontiac a better community.	A	28	19	39	42
	D	50	63	36	35
	DK	23	18	26	23
d. Hurt my chances for a good education.	A	25	33	14	16
	D	56	48	70	64
	DK	19	19	16	20
e. Lower standards of education.	A	29	41	14	17
	D	49	40	63	60
	DK	22	19	22	23
f. Make blacks less powerful as a group.	A	15	15	14	16
	D	60	58	68	57
	DK	25	27	17	27
g. Help my chances for a good education.	A	34	21	53	45
	D	42	58	25	26
	DK	24	21	22	29
h. Increase understanding between black and white students.	A	46	40	56	59
	D	34	43	24	20
	DK	20	16	20	21
i. Help people get an equal chance in life.	A	46	39	59	54
	D	34	46	22	25
	DK	19	16	19	20
j. Make whites less powerful as a group.	A	23	22	24	24
	D	50	53	49	50
	DK	27	25	27	26

RATE YOUR SCHOOL

	1 2 3 4 5 6 7		TOTAL SAMPLE			
			All	White	Black	Latino
FRIENDLY	|_____|	UNFRIENDLY	3.73	3.86	3.60	3.40
BORING	|_____|	EXCITING	3.25	3.25	3.21	3.53
PRETTY	|_____|	UGLY	4.07	4.20	4.00	3.69
DIRTY	|_____|	CLEAN	4.32	4.31	4.32	4.72
FRIGHTENING	|_____|	COMFORTING	4.25	4.15	4.32	4.57
HARD	|_____|	EASY	3.91	3.96	3.74	4.18
DISCOURAGING	|_____|	ENCOURAGING	3.93	3.92	3.99	4.09
HAPPY	|_____|	SAD	3.64	3.65	3.60	3.33
PRISONLIKE	|_____|	FREE	3.14	3.15	3.11	3.36
HONEST	|_____|	DISHONEST	3.96	3.89	4.07	3.75
OLD IDEAS	|_____|	NEW IDEAS	4.01	4.06	3.97	4.28
ORGANIZED	|_____|	DISORGANIZED	3.63	3.59	3.72	3.31
PEACEFUL	|_____|	VIOLENT	3.89	3.99	3.82	3.57
FUN	|_____|	DULL	4.36	4.45	4.29	3.93
COOPERATIVE	|_____|	UNCOOPERATIVE	3.89	3.89	3.91	3.64

Note: The data appearing on this page were collected using the semantic differential rating scale at the left. Figures reported are mean or average ratings based upon the 7 point scale.

APPENDIX B

Guidelines for Administering The Secondary School Attitude Questionnaire April, 1973

This questionnaire will be administered to approximately 2,300 selected junior and senior high school students in Pontiac. It addresses attitudes toward school, peers, teachers, administrators, race relations, busing, and some broader issues such as civil rights, and the value of education.

The questionnaire has been pilot tested with 30 seventh grade students in Pontiac, and appears to be a valid and workable instrument. The wording and modes of questioning have been kept as elementary as possible so that theinstrument can be used with seventh as well as twelfth grades. The instrument has also gone through several reviews with teachers who made suggestions and recommendations.

When this study was presented to secondary principals, they overwhelmingly favored having their own staffs administer the questionnaire. To assure some uniformity in administration and to promote a "good testing environment," it was concluded that counselors would be the most appropriate professionals to conduct the study.

Following are the procedures and guidelines to which you should adhere as you go about administering the questionnaire.

Dates: All questionnaire administration will take place during the week of April 16 though April 19. Preferably, the bulk of the classes will be completed on the first three days of the week.

Sample: A systematic and scientific sample of students has been selected. The sampling unit is classrooms and each building will contribute proportionate classrooms to the TOTAL sample. You will receive a sheet of paper telling you exactly which classrooms you are to survey.

Advance Notice: Your principal has approved and given his support to the study. It would be beneficial if, he via the P.A. or on a one-to-one-basis, could contact the teachers and students involved. In any case, teachersshould be notified prior to the administration period as to when you will be in their classrooms. It is also advisable to explain briefly to each teacher what the purpose of the study is and how long it will take.

Administration Procedures

1) Once you have entered the classroom, it is permissable and even desirable that the teacher leave for the administration period. You may tell the teacher that the questionnaire will take about 25 minutes to complete and collect. He or she may wish to get a cup of coffee at this time and return when you are finished. If the teacher chooses to remain, he, of course, has the right to do so.

2) To put the students at ease and at the same time explain the study you may wish to read or paraphrase orally the introduction below.

"Today you are being asked to take part in a study of the opinions and feelings of Pontiac school students. You will be one of over 2,300 students who will be asked to fill out a questionnaire about your school, your classmates, your teachers, and some other important topics.

You should not put your name on the questionnaire. We are not interested in names since all the answers from all the schools will be added together. Also, we want you to feel that you can be honest in answering this questionnaire.

Read the information on the first page and then begin to fill out the questionnaire. When everyone is finished we will collect all questionnaires at once.

In about four weeks each student at all the junior and senior highs will receive a report of the results.

Are there any questions? Please begin."

3) If a student refuses to participate in the study give him a copy of the questionnaire anyway and, perhaps, he will change his mind. No student should be made to feel that he is being forced to do the questionnaire. A student who absolutely refuses, should be allowed to make that decision.

4) As the students are completing the questionnaire, you should not circulate throughout the room. Allow students to work on the instrument without your looking over their shoulders. If students have questions about a particular item, try to give one explanation which paraphrases the instructions in the questionnaire. Do not give your own interpretation to the items. Let students, for the most part, decide what the questions mean.

5) As the students are filling out the questionnaire, you should take a few minutes to complete the "Sample Control Form," which is enclosed with each envelope of questionnaires. This information will tell us if we are getting an adequate representation of students.

6) When all students have finished writing, collect the questionnaires together to insure student anonymity. Place them in the envelope along with the "Sample Control Form."

7) When the teacher returns, thank the class and leave.

SAMPLE CONTROL FORM

School _____

Class or Subject _____

Teacher _____

Period _____

Students Present

Number of White _____

Number of Black _____

Number of Latino _____

Ethnic determination should be made by the administrator. Students are not to be asked their ethnic background for this form

_____

Use this space for your comments. Note any unusual events that occured during the administration period.

TO THE STUDENT:

You are being asked to take part in a study to find out the feelings and opinions of Pontiac junior and senior high school students. Altogether over 2,300 students in the junior and senior highs will be involved. The purpose of this questionnaire is to find out how you feel about your school, your subjects, your teachers, your classmates and a number of other important topics.

This is not a test and you will not be graded. Please do not sign your name. No names are used in a study of this kind. Instead, all of the answers from all of the schools are counted together to get a picture of what students like and dislike about their schools.

You may feel free to answer honestly since no one in your school will know which is your questionnaire. Also, all questionnaires will be collected together and the results will be counted at a later date.

In about four weeks, every student in your school will receive a report of the results. Thank you for your help in completing this study.

NOTE: Some of these questions are hard to answer, but please do your best. If you cannot answer some of the questions, you should not give up too easily. Try to answer as many as you can with sincere and honest answers.

APPENDIX C

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